



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

Acting Commissioner of Education
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May 8, 2015

Revised

Kenneth Facin, Superintendent
Hoosick Falls Central School District
PO Box 192
21187 NY 22
Hoosick Falls, NY 12090

Dear Superintendent Facin:

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

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

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

Thank you again for your hard work.

Sincerely,

Elizabeth R. Berlin
Acting Commissioner

Attachment

c: Dr. Gladys Cruz

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, February 10, 2015

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 490501060000

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

490501060000

1.2) School District Name: HOOSICK FALLS CSD

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

HOOSICK FALLS CSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created: 02/10/2015

Last updated: 05/06/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

- State assessments, *required if one exists*
- List of State-approved 3rd party assessments
- District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
- School- or BOCES-wide, group or team results based on State assessments

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Hoosick Falls CSD Developed Kindergarten ELA assessment
1	District, regional, or BOCES-developed assessment	Hoosick Falls CSD Developed 1st Grade ELA assessment
2	District, regional, or BOCES-developed assessment	Hoosick Falls CSD Developed 2nd Grade 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>A pre-assessment will be administered at the beginning of the class (within the first 4 weeks) and a post-summative assessment will be administered at the end of the class. All students will be expected to sit for both the pre-assessment and post-summative assessments. A class average based upon all student grades will be developed after the pre-assessment is administered and scored. A growth score of 22% gap closing is required to achieve a minimum effective score, using the following calculation:</p> $\text{Percent Gap Closed} = (\text{Final Post Summative Assessment Class Average} - \text{Pre-Assessment Class Average}) / (100 - \text{Pre-Assessment Class Average})$ <p>For Grade 3 ELA the New York State test scores will be converted to a percentage score based on (0-100) once the Performance Level Scale Scores are provided. This percentage score will then be applied to the same Gap-Closing calculation.</p> <p>The points achieved by the teacher will be determined based upon this calculation (% Gap Closed) using the attached scale in 2.11.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Refer to 2.11 upload
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Refer to 2.11 upload
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Refer to 2.11 upload
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Refer to 2.11 upload

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Hoosick Falls CSD Developed Kindergarten Math assessment
1	District, regional, or BOCES-developed assessment	Hoosick Falls CSD Developed 1st Grade Math assessment
2	District, regional, or BOCES-developed assessment	Hoosick Falls CSD Developed 2nd Grade 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>A pre-assessment will be administered at the beginning of the class (within the first 4 weeks) and a post-summative assessment will be administered at the end of the class. All students will be expected to sit for both the pre-assessment and post-summative assessments. A class average based upon all student grades will be developed after the pre-assessment is administered and scored. A growth score of 22% gap closing is required to achieve a minimum effective score, using the following calculation:</p> $\text{Percent Gap Closed} = (\text{Final Post Summative Assessment Class Average} - \text{Pre-Assessment Class Average}) / (100 - \text{Pre-Assessment Class Average})$ <p>For Grade 3 Math the New York State test scores will be converted to a percentage score based on (0-100) once the Performance Level Scale Scores are provided. This percentage score will then be applied to the same Gap-Closing calculation.</p> <p>The points achieved by the teacher will be determined based upon this calculation (% Gap Closed) using the attached scale in 2.11.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Refer to 2.11 upload
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Refer to 2.11 upload
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Refer to 2.11 upload
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Refer to 2.11 upload

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	Hoosick Falls CSD Developed 6th Grade Science assessment
7	District, regional or BOCES-developed assessment	Hoosick Falls CSD Developed 7th Grade Science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

<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>A pre-assessment will be administered at the beginning of the class (within the first 4 weeks) and a post-summative assessment/NYS Science 8 State assessment will be administered at the end of the class. All students will be expected to sit for both the pre-assessment and post-summative assessments. A class average based upon all student grades will be developed after the pre-assessment is administered and scored. A growth score of 22% gap closing is required to achieve a minimum effective score, using the following calculation:</p> <p>Percent Gap Closed = (Final Post Summative Assessment Class Average - Pre-Assessment Class Average) / (100-Pre-Assessment Class Average)</p> <p>For Grade 8 Science the New York State test scores will be converted to a percentage score based on (0-100) once the Performance Level Scale Scores are provided. This percentage score will then be applied to the same Gap-Closing calculation.</p> <p>The points achieved by the teacher will be determined based upon this calculation (% Gap Closed) using the attached scale in 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Refer to 2.11 upload</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Refer to 2.11 upload</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Refer to 2.11 upload</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Refer to 2.11 upload</p>

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	Hoosick Falls CSD Developed 6th Grade Social Studies assessment
7	District, regional or BOCES-developed assessment	Hoosick Falls CSD Developed 7th Grade Social Studies assessment
8	District, regional or BOCES-developed assessment	Hoosick Falls CSD Developed 8th Grade Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>A pre-assessment will be administered at the beginning of the class (within the first 4 weeks) and a post-summative assessment will be administered at the end of the class. All students will be expected to sit for both the pre-assessment and post-summative assessments. A class average based upon all student grades will be developed after the pre-assessment is administered and scored. A growth score of 22% gap closing is required to achieve a minimum effective score, using the following calculation:</p> $\text{Percent Gap Closed} = (\text{Final Post Summative Assessment Class Average} - \text{Pre-Assessment Class Average}) / (100 - \text{Pre-Assessment Class Average})$ <p>The points achieved by the teacher will be determined based upon this calculation (% Gap Closed) using the attached scale in 2.11.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Refer to 2.11 upload
Effective (9 - 17 points) Results meet District goals for similar students.	Refer to 2.11 upload
Developing (3 - 8 points) Results are below District goals for similar students.	Refer to 2.11 upload
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Refer to 2.11 upload

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	Hoosick Falls CSD Developed 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>A pre-assessment will be administered at the beginning of the class (within the first 4 weeks) and a post-summative assessment/NYS Social Studies Regents will be administered at the end of the class. All students will be expected to sit for both the pre-assessment and post-summative assessments. A class average based upon all student grades will be developed after the pre-assessment is administered and scored. A growth score of 22% gap closing is required to achieve a minimum effective score, using the following calculation:</p> $\text{Percent Gap Closed} = (\text{Final Post Summative Assessment Class Average} - \text{Pre-Assessment Class Average}) / (100 - \text{Pre-Assessment Class Average})$ <p>The points achieved by the teacher will be determined based upon this calculation (% Gap Closed) using the attached scale in 2.11.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Refer to 2.11 upload
Effective (9 - 17 points) Results meet District goals for similar students.	Refer to 2.11 upload
Developing (3 - 8 points) Results are below District goals for similar students.	Refer to 2.11 upload
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Refer to 2.11 upload

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>A pre-assessment will be administered at the beginning of the class (within the first 4 weeks) and a post-summative assessment/NYS Science Regents will be administered at the end of the class. All students will be expected to sit for both the pre-assessment and post-summative assessments. A class average based upon all student grades will be developed after the pre-assessment is administered and scored. A growth score of 22% gap closing is required to achieve a minimum effective score, using the following calculation:</p> $\text{Percent Gap Closed} = (\text{Final Post Summative Assessment Class Average} - \text{Pre-Assessment Class Average}) / (100 - \text{Pre-Assessment Class Average})$ <p>The points achieved by the teacher will be determined based upon this calculation (% Gap Closed) using the attached scale in 2.11.</p>
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Refer to 2.11 upload
Effective (9 - 17 points) Results meet District goals for similar students.	Refer to 2.11 upload
Developing (3 - 8 points) Results are below District goals for similar students.	Refer to 2.11 upload
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Refer to 2.11 upload

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>A pre-assessment will be administered at the beginning of the class (within the first 4 weeks) and a post-summative assessment/NYS Math Regents will be administered at the end of the class. All students will be expected to sit for both the pre-assessment and post-summative assessments. A class average based upon all student grades will be developed after the pre-assessment is administered and scored. A growth score of 22% gap closing is required to achieve a minimum effective score, using the following calculation:</p> $\text{Percent Gap Closed} = (\text{Final Post Summative Assessment Class Average} - \text{Pre-Assessment Class Average}) / (100 - \text{Pre-Assessment Class Average})$ <p>The points achieved by the teacher will be determined based upon this calculation (% Gap Closed) using the attached scale in 2.11.</p> <p>Hoosick Falls CSD will administer both the NYS Integrated Algebra Regents and NYS Common Core Algebra Regents to students enrolled in Common Core courses and teachers will use the higher of the two assessments scores.</p> <p>Hoosick Falls CSD will administer both the NYS Geometry Regents and the NYS Common Core Geometry Regents to students enrolled in Common Core courses and teachers will use the higher of the two assessment scores.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Refer to 2.11 upload
Effective (9 - 17 points) Results meet District goals for similar students.	Refer to 2.11 upload

Developing (3 - 8 points) Results are below District goals for similar students.	Refer to 2.11 upload
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Refer to 2.11 upload

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	Hoosick Falls CSD Developed Grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Hoosick Falls CSD Developed Grade 10 ELA assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive and NYS Common Core ELA Regents Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>A pre-assessment will be administered at the beginning of the class (within the first 4 weeks) and a post-summative assessment/NYS Grade 11 ELA Regents will be administered at the end of the class. All students will be expected to sit for both the pre-assessment and post-summative assessments. A class average based upon all student grades will be developed after the pre-assessment is administered and scored. A growth score of 22% gap closing is required to achieve a minimum effective score, using the following calculation:</p> $\text{Percent Gap Closed} = (\text{Final Post Summative Assessment Class Average} - \text{Pre-Assessment Class Average}) / (100 - \text{Pre-Assessment Class Average})$ <p>The points achieved by the teacher will be determined based upon this calculation (% Gap Closed) using the attached scale in 2.11.</p> <p>Hoosick Falls CSD will administer both the NYS Comprehensive ELA 11 Regents and the NYS Common Core ELA 11 Regents to students enrolled in Common Core courses and teachers will use the higher of the two assessment scores.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Refer to 2.11 upload
Effective (9 - 17 points) Results meet District goals for similar students.	Refer to 2.11 upload
Developing (3 - 8 points) Results are below District goals for similar students.	Refer to 2.11 upload
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Refer to 2.11 upload

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see:

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

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

	Course(s) or Subject(s)	Option	Assessment
	Science 5	District, Regional or BOCES-developed	Hoosick Falls CSD Developed Grade 5 Science assessment
	Social Studies 5	District, Regional or BOCES-developed	Hoosick Falls CSD Developed Grade 5 Social Studies assessment
	Special Education 5-6	District, Regional or BOCES-developed	Hoosick Falls CSD Developed Grades 5-6 Vocabulary assessment
	Junior Band	District, Regional or BOCES-developed	Hoosick Falls CSD Developed Grades 7-8 Junior Band assessment
	Junior Chorus	District, Regional or BOCES-developed	Hoosick Falls CSD Developed Grades 7-8 Junior Chorus assessment
	Concert Band	District, Regional or BOCES-developed	Hoosick Falls CSD Developed Grades 7-12 Concert Band assessment
	Senior Chorus	District, Regional or BOCES-developed	Hoosick Falls CSD Developed Grades 7-12 Senior Chorus assessment
	English 12	District, Regional or BOCES-developed	Hoosick Falls CSD Developed Grades 12 English assessment
	Studio Art	District, Regional or BOCES-developed	Hoosick Falls CSD Developed Grades 9-12 Studio Art assessment
	Computer Graphics	District, Regional or BOCES-developed	Hoosick Falls CSD Developed Grades 9-12 Computer Graphics assessment
	Health 9-12	District, Regional or BOCES-developed	Hoosick Falls CSD Developed Grades 9-12 Health assessment
	Spanish 8	District, Regional or BOCES-developed	Hoosick Falls CSD Developed Grade 8 Spanish assessment
	Spanish I	District, Regional or BOCES-developed	Hoosick Falls CSD Developed Grades 9-12 Spanish I assessment
	Spanish 2	District, Regional or BOCES-developed	Hoosick Falls CSD Developed Grades 9-12 Spanish 2 assessment
	ESL	State Assessment	NYSESLAT

	ELA and Math 4-8 Teachers not receiving a state provided growth score	State Assessment	NYS Grades 4-8 ELA and Math assessments
	Technology 7	District, Regional or BOCES-developed	Hoosick Falls CSD Developed Grade 7 Technology assessment
	Wood I	District, Regional or BOCES-developed	Hoosick Falls CSD Developed Grade 9-12 Wood I assessment
	Power Mechanics	District, Regional or BOCES-developed	Hoosick Falls CSD Developed Grade 9-12 Power Mechanics assessment
	Pre-Calculus	District, Regional or BOCES-developed	Hoosick Falls CSD Developed Grade 11-12 Pre-Calculus assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>For all courses listed above, and in the event teachers in Grades 4-8 ELA and/or Math are not provided with a New York State HEDI Score, a pre-assessment will be administered at the beginning of the class (within the first 4 weeks) and a post-summative assessment will be administered at the end of the class. All students will be expected to sit for both the pre-assessment and post-summative assessments. A class average based upon all student grades will be developed after the pre-assessment is administered and scored. A growth score of 22% gap closing is required to achieve a minimum effective score, using the following calculation:</p> $\text{Percent Gap Closed} = \frac{(\text{Final Post Summative Assessment Class Average} - \text{Pre-Assessment Class Average})}{(100 - \text{Pre-Assessment Class Average})}$ <p>The points achieved by the teacher will be determined based upon this calculation (% Gap Closed) using the attached scale in 2.11.</p> <p>NYSESLAT test scores will be converted to a percentage score based on 0-100 once the performance level scale scores are provided. This percentage score will then be applied to the same gap-closing calculation.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Refer to 2.11 upload
Effective (9 - 17 points) Results meet District goals for similar students.	Refer to 2.11 upload
Developing (3 - 8 points) Results are below District goals for similar students.	Refer to 2.11 upload
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Refer to 2.11 upload

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. \(MS Word\)](#)

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/2709343-avH4IQNZMh/Form%20.10%20All%20Other%20Courses_NYvjq6.doc

2.11) HEDI Tables or Graphics

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

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/2709343-TXEttx9bQW/APPR%20Submission%202.11%20-%2020%20and%2015%20point%20scales_bbKtgGQ.xls

2.12) Locally Developed Controls

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

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

No locally developed adjustments, controls or other special considerations will be used in setting targets. All students on the rosters for the appropriate classes will be expected to take the assessments / examinations and all possible efforts should be made to achieve this.

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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked

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
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

Created: 02/10/2015

Last updated: 04/07/2015

For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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Locally Selected Measures of Student Achievement or Growth

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

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

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

Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Hoosick Falls CSD Developed 4th Grade ELA assessment
5	5) District, regional, or BOCES–developed assessments	Hoosick Falls CSD Developed 5th Grade ELA assessment
6	5) District, regional, or BOCES–developed assessments	Hoosick Falls CSD Developed 6th Grade ELA assessment
7	5) District, regional, or BOCES–developed assessments	Hoosick Falls CSD Developed 7th Grade ELA assessment
8	5) District, regional, or BOCES–developed assessments	Hoosick Falls CSD Developed 8th Grade ELA assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>A pre-assessment will be administered at the beginning of the class (within the first 4 weeks) and a post-summative assessment will be administered at the end of the class. All students will be expected to sit for both the pre-assessment and post-summative assessments. A class average based upon all student grades will be developed after the pre-assessment is administered and scored. A growth score of 22% gap closing is required to achieve a minimum effective score, using the following calculation:</p> $\text{Percent Gap Closed} = (\text{Final Post Summative Assessment Class Average} - \text{Pre-Assessment Class Average}) / (100 - \text{Pre-Assessment Class Average})$ <p>The points achieved by the teacher will be determined based upon this calculation (% Gap Closed) using the attached scale in 3.3. If a teacher is assigned multiple classes the weighted average of the assigned scores will be used.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to upload 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to upload 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to upload 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to upload 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Hoosick Falls CSD Developed 4th Grade Math assessment
5	5) District, regional, or BOCES–developed assessments	Hoosick Falls CSD Developed 5th Grade Math assessment
6	5) District, regional, or BOCES–developed assessments	Hoosick Falls CSD Developed 6th Grade Math assessment
7	5) District, regional, or BOCES–developed assessments	Hoosick Falls CSD Developed 7th Grade Math assessment
8	5) District, regional, or BOCES–developed assessments	Hoosick Falls CSD Developed 8th Grade Math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>A pre-assessment will be administered at the beginning of the class (within the first 4 weeks) and a post-summative assessment will be administered at the end of the class. All students will be expected to sit for both the pre-assessment and post-summative assessments. A class average based upon all student grades will be developed after the pre-assessment is administered and scored. A growth score of 22% gap closing is required to achieve a minimum effective score, using the following calculation:</p> $\text{Percent Gap Closed} = (\text{Final Post Summative Assessment Class Average} - \text{Pre-Assessment Class Average}) / (100 - \text{Pre-Assessment Class Average})$ <p>The points achieved by the teacher will be determined based upon this calculation (% Gap Closed) using the attached scale in 3.3. If a teacher is assigned multiple classes the weighted average of the assigned scores will be used.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to upload 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to upload 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to upload 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to upload 3.3

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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/2714615-rhJdBgDruP/APPR Submission 3.3 - 20 and 15 point scales_L0JnKec.xls

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally

- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Hoosick Falls CSD Developed Kindergarten ELA assessment
1	6(ii) School-wide measure computed locally	Hoosick Falls CSD Developed Grade 1 ELA assessment
2	6(ii) School-wide measure computed locally	Hoosick Falls CSD Developed Grade 2 ELA assessment
3	5) District, regional, or BOCES–developed assessments	Hoosick Falls CSD Developed Grade 3 ELA assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>A pre-assessment will be administered at the beginning of the class (within the first 4 weeks) and a post-summative assessment will be administered at the end of the class. All students will be expected to sit for both the pre-assessment and post-summative assessments. A class average, for Grade 3, or a Grade-wide average for K-2 based upon all student grades will be developed after the pre-assessment is administered and scored. A growth score of 22% gap closing is required to achieve a minimum effective score, using the following calculation:</p> <p>For Grade 3 Percent Gap Closed = $(\text{Final Post Summative Assessment Class Average} - \text{Pre-Assessment Class Average}) / (100 - \text{Pre-Assessment Class Average})$</p> <p>For Grades K-2 Percent Gap Closed = $(\text{Final Post Summative Assessment Grade-wide Average} - \text{Pre-Assessment Grade-wide Average}) / (100 - \text{Pre-Assessment Grade-wide Average})$</p> <p>The points achieved by the teacher (or by the Grade) will be determined based upon this calculation (% Gap Closed) using the attached scale in 3.13. If a teacher is assigned multiple classes the weighted average of the assigned scores will be used.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to upload 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Refer to upload 3.13

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Hoosick Falls CSD Developed Kindergarten Math assessment
1	6(ii) School-wide measure computed locally	Hoosick Falls CSD Developed Grade 1 Math assessment
2	6(ii) School-wide measure computed locally	Hoosick Falls CSD Developed Grade 2 Math assessment
3	5) District, regional, or BOCES-developed assessments	Hoosick Falls CSD Developed Grade 3 Math assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>A pre-assessment will be administered at the beginning of the class (within the first 4 weeks) and a post-summative assessment will be administered at the end of the class. All students will be expected to sit for both the pre-assessment and post-summative assessments. A class average, for Grade 3, or a Grade-wide average for K-2 based upon all student grades will be developed after the pre-assessment is administered and scored. A growth score of 22% gap closing is required to achieve a minimum effective score, using the following calculation:</p> <p>For Grade 3 Percent Gap Closed = $(\text{Final Post Summative Assessment Class Average} - \text{Pre-Assessment Class Average}) / (100 - \text{Pre-Assessment Class Average})$</p> <p>For Grades K-2 Percent Gap Closed = $(\text{Final Post Summative Assessment Grade-wide Average} - \text{Pre-Assessment Grade-wide Average}) / (100 - \text{Pre-Assessment Grade-wide Average})$</p> <p>The points achieved by the teacher (or by the Grade) will be determined based upon this calculation (% Gap Closed) using the attached scale in 3.13. If a teacher is assigned multiple classes the weighted average of the assigned scores will be used.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Refer to upload 3.13</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Refer to upload 3.13</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Refer to upload 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Refer to upload 3.13</p>

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Hoosick Falls CSD Developed Grade 6 Science assessment
7	5) District, regional, or BOCES–developed assessments	Hoosick Falls CSD Developed Grade 7 Science assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Science 8 Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>A proficiency rate will be calculated based upon the number of students demonstrating proficiency (a grade of 65 or better, or 3 or better) on each associated grade level summative assessment. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. The scale attached in 3.13 will then be used to convert the level of proficiency into points for the local measure.</p>
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate of 75% or greater will result in a score between 18-20 points and a highly effective rating.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 37% to 74% will result in a score between 9-17 points and will be considered an effective rating.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 11% to 36% will result in a score between 3-8 points and will be considered a developing rating.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 0% to 10% will result in a score between 0-2 points and will be considered an ineffective rating.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Hoosick Falls CSD Developed Grade 6 Social Studies assessment
7	5) District, regional, or BOCES–developed assessments	Hoosick Falls CSD Developed Grade 7 Social Studies assessment
8	5) District, regional, or BOCES–developed assessments	Hoosick Falls CSD Developed Grade 8 Social Studies assessment

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.	A proficiency rate will be calculated based upon the number of students demonstrating proficiency (a grade of 65 or better) on each associated grade level summative assessment. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. The scale attached in 3.13 will then be used to convert the level of proficiency into points for the local measure.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate of 75% or greater will result in a score between 18-20 points and a highly effective rating.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 37% to 74% will result in a score between 9-17 points and will be considered an effective rating.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 11% to 36% will result in a score between 3-8 points and will be considered a developing rating.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 0% to 10% will result in a score between 0-2 points and will be considered an ineffective rating.
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3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Hoosick Falls CSD Developed Grade 9 Social Studies assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global Studies Regents Exam
American History	3) Teacher specific achievement or growth score computed locally	NYS U.S. History Regents Exam

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.	A proficiency rate will be calculated based upon the number of students demonstrating proficiency (a grade of 65 or better) on each associated grade level summative assessment/Regents exam. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. The scale attached in 3.13 will then be used to convert the level of proficiency into points for the local measure.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate of 75% or greater will result in a score between 18-20 points and a highly effective rating.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 37% to 74% will result in a score between 9-17 points and will be considered an effective rating.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 11% to 36% will result in a score between 3-8 points and will be considered a developing rating.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 0% to 10% will result in a score between 0-2 points and will be considered an ineffective rating.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	NYS Living Environment Regents exam
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents Exam
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents Exam
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents Exam

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.	A proficiency rate will be calculated based upon the number of students demonstrating proficiency (a grade of 65 or better) on each associated grade level summative assessment/Regents exam. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. The scale attached in 3.13 will then be used to convert the level of proficiency into points for the local measure.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate of 75% or greater will result in a score between 18-20 points and a highly effective rating.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 37% to 74% will result in a score between 9-17 points and will be considered an effective rating.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 11% to 36% will result in a score between 3-8 points and will be considered a developing rating.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 0% to 10% will result in a score between 0-2 points and will be considered an ineffective rating.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	NYS Integrated Algebra and NYS Common Core Algebra Regents exams

Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry and NYS Common Core Geometry Regents exams
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra II / Trigonometry Regents exam

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>A proficiency rate will be calculated based upon the number of students demonstrating proficiency (a grade of 65 or better) on each associated grade level summative assessment/Regents exam. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. The scale attached in 3.13 will then be used to convert the level of proficiency into points for the local measure.</p> <p>For students enrolled in Common Core courses the district will be administering both the NYS Integrated Algebra and NYS Common Core Algebra Regents exams to students as well as the NYS 2005 Standards Geometry and NYS Common Core Geometry exams to students in the associated classes. The district will be using the higher of the two scores for APPR purposes.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate of 75% or greater will result in a score between 18-20 points and a highly effective rating.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 37% to 74% will result in a score between 9-17 points and will be considered an effective rating.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 11% to 36% will result in a score between 3-8 points and will be considered a developing rating.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 0% to 10% will result in a score between 0-2 points and will be considered an ineffective rating.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES-developed assessments	Hoosick Falls CSD Developed Grade 9 ELA assessment

Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Hoosick Falls CSD Developed Grade 10 ELA assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive and NYS Common Core ELA 11 Regents exams

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>A proficiency rate will be calculated based upon the number of students demonstrating proficiency (a grade of 65 or better) on each associated grade level summative assessment/Regents exam. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. The scale attached in 3.13 will then be used to convert the level of proficiency into points for the local measure.</p> <p>For students enrolled in Common Core courses the district will be administering both the NYS Comprehensive and NYS Common Core ELA 11 Regents exams. The district will be using the higher of the two scores for APPR purposes.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate of 75% or greater will result in a score between 18-20 points and a highly effective rating.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 37% to 74% will result in a score between 9-17 points and will be considered an effective rating.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 11% to 36% will result in a score between 3-8 points and will be considered a developing rating.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 0% to 10% will result in a score between 0-2 points and will be considered an ineffective rating.

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
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	AIS Math 3-9	4) Grades 3 and up: State-approved 3rd party	Measure of Academic Progress (Math)
	AIS Reading 3-9	4) Grades 3 and up: State-approved 3rd party	Measure of Academic Progress (ELA)
	Forensic Science	5) District/regional/BOCES-developed	Hoosick Falls CSD Developed Grades 10-12 Forensic Science assessment
	Music K-6	5) District/regional/BOCES-developed	Hoosick Falls CSD Developed Grades K-6 Music assessment
	Art K-6	5) District/regional/BOCES-developed	Hoosick Falls CSD Developed Grades K-6 Art assessment
	Special Education 5-12	5) District/regional/BOCES-developed	Hoosick Falls CSD Developed Grades 5-12 Vocabulary assessment
	Junior Band	5) District/regional/BOCES-developed	Hoosick Falls CSD Developed Grades 7-8 Junior Band assessment
	Junior Chorus	5) District/regional/BOCES-developed	Hoosick Falls CSD Developed Grades 7-8 Junior Chorus assessment
	Concert Band	5) District/regional/BOCES-developed	Hoosick Falls CSD Developed Grades 7-12 Concert Band assessment
	Senior Chorus	5) District/regional/BOCES-developed	Hoosick Falls CSD Developed Grades 7-12 Senior Chorus assessment
	English 12	5) District/regional/BOCES-developed	Hoosick Falls CSD Developed Grade 12 English assessment
	Studio Art	5) District/regional/BOCES-developed	Hoosick Falls CSD Developed Grades 9-12 Studio Art assessment
	Health	5) District/regional/BOCES-developed	Hoosick Falls CSD Developed Grades 9-12 Health assessment
	Spanish 8	5) District/regional/BOCES-developed	Hoosick Falls CSD Developed Grade 8 Spanish assessment
	Spanish I	5) District/regional/BOCES-developed	Hoosick Falls CSD Developed Grades 9-12 Spanish I assessment
	Spanish 2	5) District/regional/BOCES-developed	Hoosick Falls CSD Developed Grades 9-12 Spanish 2 assessment
	Computer Graphics	5) District/regional/BOCES-developed	Hoosick Falls CSD Developed Grades 9-12 Computer Graphics assessment
	Physical Education	5) District/regional/BOCES-developed	Hoosick Falls CSD Developed Grades K-12 Physical Education assessment
	Grade 5 Science	5) District/regional/BOCES-developed	Hoosick Falls CSD Developed Grades 5 Science assessment
	Grade 5 Social Studies	5) District/regional/BOCES-developed	Hoosick Falls CSD Developed Grades 5 Social Studies assessment

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.	A proficiency rate will be calculated based upon the number of students demonstrating proficiency (a grade of 65 or better) on each associated grade level summative assessment. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. The scale attached in 3.13 will then be used to convert the level of proficiency into points for the local measure.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate of 75% or greater will result in a score between 18-20 points and a highly effective rating.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 37% to 74% will result in a score between 9-17 points and will be considered an effective rating.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 11% to 36% will result in a score between 3-8 points and will be considered a developing rating.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 0% to 10% will result in a score between 0-2 points and will be considered an ineffective rating.

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. \(MS Word\)](#)

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/2714615-Rp0OI6pk1T/Form 3.12 All Other Courses_2.doc

3.13) HEDI Tables or Graphics

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

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/2714615-y92vNseFa4/APPR Submission 3.13 - 20 point scale_bB4sVZD.xls

3.14) Locally Developed Controls

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

No locally developed adjustments, controls, or other special considerations will be used in setting targets. All students on the rosters for the appropriate classes will be expected to take the assessments / examinations and all possible efforts should be made to achieve this.

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.

For teachers with more than one measure the district will average the HEDI scores to result in one 0-15 or 0-20 score. Standard rounding rules will apply.

3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
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
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
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
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
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created: 02/10/2015

Last updated: 05/06/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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4.1) Teacher Practice Rubric

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

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

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

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

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

Structured reviews of lesson plans, student portfolios and other teacher artifacts	20
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If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, label accordingly, and combine them into a single file, and upload as an attachment for review. [Click here for a downloadable copy of Form 4.2. \(MS Word\)](#)

(No response)

4.3) Survey Tools (if applicable)

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

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
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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.

Tripod Early Elementary Student Perception Survey K-2	(No response)
Tripod Elementary Student Perception Survey 3-5	(No response)
Tripod Secondary Student Perception Survey	(No response)
District Variance	(No response)
My Student Survey, LLC's Survey of Teacher Practice (STeP) survey for use in grades 3-12	(No response)

4.4) Assurances

Please check all of the boxes below:

Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
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.

60 points out of the 100 point composite score are based upon two teacher observations, one announced and one unannounced, and a teacher created portfolio. During each observation the evaluator will rate each component observed as highly effective, effective, developing or ineffective. At the end of the year, based on all of the ratings collected throughout the year, the evaluator will assign a final

rating to each component and a score to each domain. Each domain score will be added together to result in a final 0-40 observation score. The combined observations will count for a total of 40 points of the composite score and the portfolio will count as 20 points of the composite score.

As part of the observation process, teachers are also required to submit artifacts in a portfolio format pertaining to any element of the rubric for consideration. The portfolio, counting as 20 points of the composite score, will be evaluated by an administrator scoring committee. The scoring committee has been appropriately trained in alignment of the Danielson evidence and artifact standards.

Teachers will be evaluated twice annually on the Danielson rubric:

- A pre-observation conference will occur prior to a formal observation, at which time the teacher will present lesson/unit plans and other artifacts of evidence for Domains Two and Three.
- Following a formal observation, a post-observation conference will occur at which time Domains Two and Three will be discussed. The teacher will present evidence of student work, reflections on lessons observed, or other artifacts. The evaluator will present evidence from the lesson observed. The teacher and evaluator will discuss ratings and next steps for professional growth. The evaluator will provide the teacher with a copy of the completed observation form.
- At the end of the school year, each teacher will participate in a summative conference with the evaluator to review the combined observations, combined observations score and the portfolio in relation to all four domains. The teacher will present evidence in support of these standards not presented in earlier conferences.

Each domain set forth within this paragraph is premised upon A Framework for Teaching by Charlotte Danielson. The combined observations of classroom teachers shall consist of two domains:

Domain Two: The Classroom Environment: A maximum of sixteen points for this domain are allocated as follows: ineffective, 0-2 points; developing, 3-7 point; effective, 8-14 points; and highly effective, 15-16 points.

Domain Three: Instruction: A maximum of twenty-four points for this domain are allocated as follows: ineffective, 0-2 points; developing, 3-9 points; effective, 10-20 points; and highly effective, 21-24 points.

The portfolio will be scored using 0-20 rubric points and will reflect scoring associated with Domain One and Domain Four of the Danielson Rubric. The HEDI scores and descriptions used when scoring artifacts in the portfolio are attached as 'Teacher Portfolio Scoring Rubric 4.5'. An administrator committee will determine the score of each section (10pts for Domain One and 10pts for Domain Four) and apply it to the portfolio. A rubric score of 20 points is necessary to receive the 20 HEDI points allocated to the portfolio. A score less than 20 rubric points will receive 0 HEDI points.

The HEDI points earned from the observations (0-40) and the portfolio (0-20) will be summed to achieve the overall 0-60 HEDI score.

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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/2712229-eka9yMJ855/Teacher%20Portfolio%20Scoring%20Rubric%204.5_2.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The teachers performance on the observations and artifact submissions greatly exceed the districts expectations.
Effective: Overall performance and results meet NYS Teaching Standards.	The teachers performance on the observations and artifact submissions meet the districts expectations.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The teachers performance on the observations and artifact submissions approach the districts expectations.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The teachers performance on the observations and artifact submissions did not meet the districts expectations.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

Responses Selected:

In Person

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

Responses Selected:

Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	0
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

Responses Selected:

In Person

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

Responses Selected:

Not Applicable

5. Composite Scoring (Teachers)

Created Tuesday, February 10, 2015

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

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

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created: 02/10/2015

Last updated: 05/06/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Teacher Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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
Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas	Checked

6.2) Attachment: Teacher Improvement Plan Forms

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12193/2712527-Df0w3Xx5v6/2014-2015%20APPR%20Teacher%20TIP%20Agreement%20-%20Pages%203-8.docx>

6.3) Appeals Process

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

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

Appeals of "Ineffective" and "Developing" Ratings Only:

- A. Probationary teachers may submit a written rebuttal that will be attached to the Annual Professional Performance Review in the member's personnel file. Probationary teachers may not appeal the Annual Professional Performance Review.
- B. Tenured teachers may submit written rebuttals for determination of "Effective" if desired, but may not appeal such ratings.

Tenured teachers may only appeal the substance and rating, adherence to the standards and methodologies required for such review, adherence to the Commissioner of Education's regulations, issuance and/or implementation of the terms of an improvement plan in connection with "Ineffective" and "Developing" determinations. A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Time Frame for Filing an Appeal:

The appeal must be submitted in writing to the Annual Professional Performance Review Appeals Panel. The panel shall consist of two faculty members selected by the Hoosick Falls Teachers' Association and two Administrators appointed by the Superintendent. The appeal must be filed within ten school calendar days of issuance of the Annual Professional Performance Review or implementation of a Teacher Improvement Plan (TIP), and shall set forth the basis of appeal. The failure to file an appeal within the time frame shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

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

Decision:

A written decision on the merits of the appeal shall be rendered no later than thirty (30) calendar days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal. Such decision shall be final. If the annual Professional Performance Review appeals panel cannot form a consensus, the appeal will be moved to the Superintendent who will render a decision within 10 days from receipt of said appeal from the appeals panel. Such decision will be final.

The decision 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, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures within this article have been violated. A copy of the decision will be provided to the teacher and evaluator. The teacher may rebut the appeal in writing but may not appeal the substance of the decision. However, failure of the District or Association to abide by the above agreed upon process is subject to the grievance procedure.

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

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

The Board of Education will ensure that all evaluators/lead evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize the Questar III BOCES evaluator/lead evaluator training in accordance with SED procedures and processes as led by Questar III BOCES. Lead evaluator training will include training in:

- 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;
- 4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a

teacher or principal's practice;

- 5) Application and use of any observation tools that the school district utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; professional growth goals; school improvement goals, etc.;
- 6) Application and use of any locally selected measures of student achievement used by the district to evaluate its teachers or principals;
- 7) Use of the Statewide Instructional Reporting System;
- 8) The scoring methodology 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; and
- 9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Upon completion of the initial year-long training for evaluators/lead evaluators, administrators will be certified as lead evaluators. A minimum of three days cumulative training will occur annually addressing the nine elements of evaluators/lead evaluators certification. Administrators responsible for teacher evaluation will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators provided by the district. This training will support the continued growth in understanding of the nine elements of performance review listed above. Administrators who complete the annual follow-up training will be recertified as lead evaluators. The Board of Education designates the Superintendent of Schools to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the teacher performance evaluation process. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability of evaluators over time.

6.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:

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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
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6.6) Assurances -- Teachers

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 02/10/2015

Last updated: 04/07/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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

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

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

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

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

	K-6
	7-12
	(No response)

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

Please check the boxes below:

Assure that the value-added growth score(s) provided by NYSED will be used, where applicable	Checked
Assure that the State-provided growth measure will be used if a value-added measure has not been approved	Checked

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	Grades 7-12	State assessment	NYS Grades 7-8 ELA & Math assessments, and also the NYS Algebra I and ELA 11 Regents
	Grades K-6	State assessment	NYS Grades 4-6 ELA & Math assessments

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

<p>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.</p>	<p>If the State provides growth scores for the grades K-6 and 7-12 principals, and such scores represent less than 30% of the students supervised by that principal, the district will set SLOs for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided scores will then be weighted proportionately with the SLO result(s) for the final HEDI score for the principal(s).</p> <p>A pre-assessment will be administered at the beginning of the school year (within the first 4 weeks) and a post-summative assessment (NYS State or Regents exam, as applicable) will be administered at the end. All students will be expected to sit for both the pre-assessment and post-summative assessments. A building-wide average based upon all student grades will be developed after the pre-assessment is administered and scored. A growth score of 22% gap closing is required to achieve a minimum effective score, using the following calculation: Percent Gap Closed = (Final Post Summative Assessment Building Average - Pre-Assessment Building Average) / (100 - Pre-Assessment Building Average)</p> <p>The points achieved by the principal will be determined based upon this calculation (% Gap Closed) using the attached scale.</p> <p>When both the Common Core Regents Exam and the 2005 Standards Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for APPR purposes so long as permitted by SED.</p>
<p>Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).</p>	<p>See upload in section 7.3.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>See upload in section 7.3.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>See upload in section 7.3.</p>
<p>Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).</p>	<p>See upload in section 7.3.</p>

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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/2712651-lha0DogRNw/APPR_Submission_7.3_-_20_and_15_point_scales_55sBrEv.xls

7.4) Special Considerations for Comparable Growth Measures

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

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

No locally developed adjustments, controls or other special considerations will be used in setting targets. All students on the rosters for the appropriate classes will be expected to take the assessments / examinations and all possible efforts should be made to achieve this.

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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
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
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

8. Local Measures (Principals)

Created: 02/10/2015

Last updated: 04/07/2015

For guidance on locally selected measures of student achievement or growth, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	K-6	(d) measures used by district for teacher evaluation	Hoosick Falls CSD Developed Grades UPK-6 course specific assessments
	7-12	(d) measures used by district for teacher evaluation	Hoosick Falls CSD Developed Grades 7-12 course specific assessments, all NYS Regents exams, and NYS Science 8 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.

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For grades 7-12, a pre-summative assessment will be administered within the first four weeks of the school year and a post-summative assessment/NYS Regents Exam/NYS Science 8 will be administered at the end of the class. All students will be expected to sit for both the pre-summative and post-summative/NYS Regents/NYS Science 8 assessments. An average based upon all student grades will be developed after the pre-summative and post-summative assessments are administered and scored. A growth score of 22% gap closing is required to achieve a minimum effective score, using the following calculation:</p> $\text{Percent Gap Closed} = (\text{Final Course Average} - \text{Pre-test Course Average}) / (100 - \text{Pre-test Course Average})$ <p>For Grade 8 Science the New York State test scores will be converted to a percentage score based on (0-100) once the Performance Level Scale Scores are provided. This percentage score will then be applied to the same Gap-Closing calculation. Students enrolled in Common Core courses will take the NYS Integrated Algebra Regents in addition to the Common Core Algebra Regents, the NYS 2005 Standards Geometry Regents as well as the NYS Common Core Geometry Regents, and the Comprehensive English Regents in addition to the Common Core English Regents. The higher of the two scores for each subject will be used for APPR purposes.</p> <p>The points achieved by the principals will be determined based upon this calculation using the attached scale in 8.1</p> <p>For grades K-6, a pre-summative assessment will be administered in the first four weeks of the school year followed by a post-summative assessment. All students will be expected to sit for both the pre-summative and post-summative assessments. An average based upon all student grades will be developed after the pre-summative assessment and post-summative assessments are administered and scored. A growth score of 22% gap closing is required to achieve a minimum effective score, using the following calculation:</p> $\text{Percent Gap Closed} = (\text{Final Course Average} - \text{Pre-test Course Average}) / (100 - \text{Pre-test Course Average})$ <p>The points achieved by the principals will be determined based upon this calculation using the attached scale in 8.1.</p> <p>The HEDI points will be determined by the overall gap-closing of all assessments within the principal's building.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>39% or greater gap closing</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>22% to 38% gap closing</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>11% to 21% gap closing</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0% to 10% gap closing</p>

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.

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/2712721-qBFVOWF7fC/APPR Submission 8.1 - 20 and 15 point scales 6zBQLBW.xls](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/2712721-qBFVOWF7fC/APPR%20Submission%208.1%20and%2015%20point%20scales%206zBQLBW.xls)

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

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

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

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

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

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No locally developed adjustments, controls or other special considerations will be used in setting targets. All students on the rosters for the appropriate classes will be expected to take the assessments / examinations and all possible efforts should be made to achieve this.

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.

Principals have agreed to use the local assessments the teachers are implementing. Grades 7-12 student results will be averaged to determine the High School Principal score, which will be based on the agreed upon HEDI categories. Grades K-6 student results will be averaged to determine the Elementary Principal score, which will be based upon the agreed upon HEDI categories.

8.5) Assurances

Please check all of the boxes below:

Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
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
Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
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
Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
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
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
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
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

9. Other Measures of Effectiveness (Principals)

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	Marshall's Principal Evaluation Rubric
---	--

Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

60 points out of the 100 point composite score are based upon a 40-point summative year-end evaluation (using the Kim Marshall rubric) and a portfolio that will count as 20 points of the composite score. The evaluator will rate each component observed as highly effective, effective, improvement necessary or does not meet standards. At the end of the year, based on all of the ratings collected throughout the year, the evaluator will assign a final rating to each component and a score to each domain. Each domain score will be added together to result in a final 0-40 observation score. The observation will count for a total of 40 points of the composite score and the portfolio will count as 20 points of the composite score.

The Superintendent of Schools will be performing a minimum of two principal observations/meetings on an annual basis. Administrators will complete a Reflective Leadership Development Tool, an evidence based survey based on the ISSLC standards, to be discussed at the mid-year meeting. During all meetings, the principal and Superintendent of Schools will discuss rating and next steps for professional growth. The Superintendent of Schools will provide the principal with a copy of the observation meeting form and will evaluate and score principals in a holistic manner covering the entire rubric.

Each domain set forth within this paragraph is premised upon the Principal Evaluation Rubrics by Kim Marshall. The observations of principals shall consist of six domains:

Domain One: Diagnosis and Planning. A maximum of six points for this domain are allocated as follows: ineffective, 0 points; developing, 2 point; effective, 4 points; and highly effective, 6 points.

Domain Two: Priority Management and Communication. A maximum of eight points for this domain are allocated as follows: ineffective, 0 points; developing, 3 point; effective, 6 points; and highly effective, 8 points.

Domain Three: Curriculum and Data. A maximum of eight points for this domain are allocated as follows: ineffective, 0 points; developing, 3 points; effective, 6 points; and highly effective, 8 points.

Domain Four: Supervision, Evaluation and Professional Development. A maximum of six points for this domain are allocated as follows: ineffective, 0 points; developing, 2 point; effective, 4 points; and highly effective, 6 points.

Domain Five: Discipline and Parent Involvement. A maximum of six points for this domain are allocated as follows: ineffective, 0 points; developing, 2 point; effective, 4 points; and highly effective, 6 points.

Domain Six: Management and External Relations. A maximum of six points for this domain are allocated as follows: ineffective, 0 points; developing, 2 point; effective, 4 points; and highly effective, 6 points.

As part of the observation process, principals are also required to submit artifacts pertaining to any element of the rubric for consideration. Evidence will be collected throughout the school year to substantiate an administrator's work product. The portfolio, counting as 20 points of the composite score, will be evaluated by the Superintendent of Schools, having been appropriately trained in alignment of the Marshall evidence and artifact standards.

The portfolio will be scored using 0-20 rubric points and will reflect scoring associated with four domains (B, C, D and F) of the Marshall Rubric. The HEDI scores and descriptions used when scoring artifacts in the portfolio are attached as 'Administrator Portfolio Scoring Rubric 9.7'. A rubric score of 20 points is necessary to receive the 20 HEDI points allocated to the portfolio. A score less than 20 rubric points will receive 0 HEDI points.

The HEDI points earned from the observations (0-40) and the portfolio (0-20) will be summed to achieve the overall 0-60 HEDI score.

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

<assets/survey-uploads/12205/2712975-pMADJ4gk6R/Administrator Portfolio Scoring Rubric 9.7.docx>

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

Highly Effective: Overall performance and results exceed standards.	The principals performance on the observations and artifact submissions greatly exceed the districts expectations.
Effective: Overall performance and results meet standards.	The principals performance on the observations and artifact submissions meet the districts expectations.
Developing: Overall performance and results need improvement in order to meet standards.	The principals performance on the observations and artifact submissions approach the districts expectations.
Ineffective: Overall performance and results do not meet standards.	The principals performance on the observations and artifact submissions does not meet the districts expectations.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	43-54
Developing	16-42
Ineffective	0-15

9.8) School Visits

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

Probationary Principals

By supervisor	2
By trained administrator	0

By trained independent evaluator	0
Enter Total	2

Tenured Principals

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

10. Composite Scoring (Principals)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	55-60
Effective	43-54
Developing	16-42
Ineffective	0-15

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

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

Overall
Composite Score

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

Effective
10-21
8-13
75-90

Developing
3-9
3-7
65-74

Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created: 02/10/2015

Last updated: 05/06/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Principal Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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
Assure that PIPs shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a principal's improvement in those areas	Checked

11.2) Attachment: Principal Improvement Plan Forms

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

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12168/2713129-Df0w3Xx5v6/HFCS%20Principal%20Improvement%20Plan.doc>

11.3) Appeals Process

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

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

Appeals of "Ineffective" and "Developing" Ratings Only:

A. Probationary administrators may submit a written rebuttal that will be attached to the Annual Professional Performance Review in the member's personnel file. Probationary administrators may not appeal the Annual Professional Performance Review.

B. Tenured administrators may submit written rebuttals for determination of "Effective" if desired, but may not appeal such ratings. Tenured administrators may only appeal the substance and rating, adherence to the standards and methodologies required for such review, adherence to the Commissioner of Education's regulations, issuance and/or implementation of the terms of an improvement plan in connection with "Ineffective" and "Developing" determinations. An administrator may not file multiple appeals regarding the same performance review or principal improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Time Frame for Filing an Appeal:

The appeal must be submitted in writing to the Superintendent. A panel will be established, consisting of a minimum of two retired District – Level Administrators, mutually agreed upon by the Administrators Association and Superintendent. The appeal must be filed within ten school calendar days of issuance of the Annual Professional Performance Review or implementation of a Principal Improvement Plan (PIP), and shall set forth the basis of appeal. The failure to file an appeal within the time frame shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

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

Decision:

A written decision on the merits of the appeal by the Review Committee shall be rendered no later than thirty (30) calendar days from the date upon which the administrator filed his or her appeal. The appeal shall be based on a written record, comprised of the administrator's appeal papers and any documentary evidence accompanying the appeal. Such decision will be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the administrator's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures within this article have been violated. A copy of the decision will be provided to the administrator and evaluator. The administrator may rebut the appeal in writing but may not appeal the substance of the decision. However, failure of the District or Association to abide by the above agreed upon process is subject to the grievance procedure.

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

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

The Board of Education will ensure that all evaluators/lead evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize the Questar III BOCES evaluator/lead evaluator training in accordance with SED procedures and processes. The training will occur on a monthly basis throughout the school year with the total training time commensurate with SED expectations. Lead evaluator training will include training on:

- 1) The New York State 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;
- 4) Application and use of the teacher or principal rubric(s), including training on the effective application of such rubrics to observe a

teacher or principal's practice;

- 5) Application and use of any observation tools that the school district utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; professional growth goals; school improvement goals, etc.;
- 6) Application and use of any locally selected measures of student achievement used by the district to evaluate its teachers or principals;
- 7) Use of the Statewide Instructional Reporting System;
- 8) The scoring methodology 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; and
- 9) Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Upon completion of the initial year-long training for evaluators/lead evaluators, administrators will be certified as lead evaluators. A minimum of three days cumulative training will occur annually addressing the nine elements of evaluators/lead evaluators certification. Administrators responsible for principal evaluation will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators provided by the district. This training will support the continued growth in understanding of the nine elements of performance review listed above. Administrators who complete the annual follow-up training will be recertified as lead evaluators. The Board of Education designates the Superintendent of Schools to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the principal performance evaluation process. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability of evaluators over time.

11.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:

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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
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11.6) Assurances -- Principals

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
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Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 02/10/2015

Last updated: 05/07/2015

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/2713229-3Uqgn5g9lu/APPR%20District%20Certification%20Form%20-%20May%207,%202015.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.

Form 2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	Personal Finance	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Hoosick Falls CSD developed Grades 9-12 Personal Finance assessment
	Microsoft Office	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Hoosick Falls CSD developed Grade 9-12 Microsoft Office assessment
	College Algebra	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Hoosick Falls CSD developed Grades 11-12 College Algebra assessment
	Economic and Political Systems	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Hoosick Falls CSD developed Grade 12 Economic and Political Systems assessment

Forensic Science	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Hoosick Falls CSD developed Grade 10-12 Forensic Science assessment
Life Skills 7-12 ELA	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Hoosick Falls CSD developed Grades 7-12 Life Skills ELA assessment
Life Skills 7-12 Math	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Hoosick Falls CSD developed Grades 7-12 Life Skills Math assessment
Life Skills 7-12 Vocabulary	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Hoosick Falls CSD developed Grades 7-12 Life Skills Vocabulary assessment
Physical Education K-12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Hoosick Falls CSD developed Grades K-12 Physical Education assessment
Art K-6	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed	Hoosick Falls CSD developed Grades K-6 Art assessment

	<input type="radio"/> School/BOCES-wide/group/team results based on State	
Music K-6	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Hoosick Falls CSD developed Grades K-6 Music assessment
AIS Reading 3-9	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Measures of Academic Progress (ELA)
AIS Math 3-9	<input type="radio"/> State Assessment <input checked="" type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Measures of Academic Progress (Math)
Special Education 7-12	<input type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input checked="" type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State	Hoosick Falls CSD developed Grades 7-12 Vocabulary assessment

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

Use this box, if needed, to describe the general process for assigning HEDI	A pre-assessment will be administered at the beginning of the class (within the first 4 weeks) and a
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<p>categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11.</p>	<p>post-summative assessment will be administered at the end of the class. All students will be expected to sit for both the pre-assessment and post-summative assessments. A class average based upon all student grades will be developed after the pre-assessment is administered and scored. A growth score of 22% gap closing is required to achieve a minimum effective score, using the following calculation:</p> $\text{Percent Gap Closed} = \frac{(\text{Final Post Summative Assessment Class Average} - \text{Pre-Assessment Class Average})}{(100 - \text{Pre-Assessment Class Average})}$ <p>The points achieved by the teacher will be determined based upon this calculation (% Gap Closed) using the attached scale in 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Refer to 2.11 upload</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Refer to 2.11 upload</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Refer to 2.11 upload</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Refer to 2.11 upload</p>

<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.</p>	<p>For these specific courses (AIS Reading 3-9, AIS Math 3-9, Life Skills ELA 7-12, Life Skills Math 7-12, Life Skills Vocabulary 7-12) we will be setting growth targets. Teachers in collaboration with the principal, where the principal will make the final determination, will set growth targets based on student scores on the pre-assessment. The growth targets are based on meeting or exceeding the growth targets in</p>
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the determined range.

A pre-assessment will be administered at the beginning of the class (within the first 4 weeks) and a post-summative assessment will be administered at the end of the class. All students will be expected to sit for both the pre-assessment and post-summative assessments. A class average based upon all student grades will be developed after the pre-assessment is administered and scored.

All assessment scores will be converted to a 0-100 matrix to be applied to the following scoring band targets: 1= 1-24, 2= 25-49, 3=50-75, 4=76-100

- If a student scores a 1 (1-24) on the pre-assessment and scores a 2 (25-49) or higher on the summative assessment it would count as meeting the growth target.
- If a student scores a 2 (25-49) on the pre-assessment and scores a 3 (50-75) or higher on the summative assessment it would count as meeting the growth target.
- If a student scores a 3 (50-75) on the pre-assessment and maintains a score of 3 (50-75) or higher on the summative assessment it would count as meeting the growth target.
- If a student scores a 4 (76-100) on the pre-assessment and maintains a score of 4 (76-100) or higher on the summative assessment it would count as meeting the growth target.

The points achieved by the teacher will be determined based upon this calculation (% Students Meeting

	Growth Target) using the attached scale in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Refer to 2.11 upload
Effective (9 - 17 points) Results meet District goals for similar students.	Refer to 2.11 upload
Developing (3 - 8 points) Results are below District goals for similar students.	Refer to 2.11 upload
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Refer to 2.11 upload

Form 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Pre-Calculus	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Hoosick Falls CSD developed Grades 11-12 Pre-Calculus assessment
Economic and Political Systems	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Hoosick Falls CSD developed Grade 12 Economic and Political Systems assessment
College Algebra	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State 	Hoosick Falls CSD developed Grades 11-

	<ul style="list-style-type: none"> <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	12 College Algebra assessment
Wood I	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Hoosick Falls CSD developed Grades 9-12 Wood I assessment
Technology 7	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed 	Hoosick Falls CSD developed Grade 7 Technology assessment

	<ul style="list-style-type: none"> ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	
Power Mechanics	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Hoosick Falls CSD developed Grades 9-12 Power Mechanics assessment
Microsoft Office	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State ○ 2) Teacher specific growth computed by NYSED ○ 3) Teacher specific achievement/growth score computed locally ○ 4) State-approved 3rd party ● 5) District/regional/BOCES–developed ○ 6(i) School-wide measure based on State-provided measure ○ 6(ii) School wide measure computed locally ○ 7) Student Learning Objectives 	Hoosick Falls CSD developed Grade 9-12 Microsoft Office assessment
Personal Finance	<ul style="list-style-type: none"> ○ 1) Change in % of student performance level on State 	Hoosick Falls CSD developed Grade 9-12 Personal Finance

	<ul style="list-style-type: none"> <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	assessment
Life Skills 7-12 ELA	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Hoosick Falls CSD developed Grade 7-12 Life Skills ELA assessment
Life Skills 7-12 Math	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed 	Hoosick Falls CSD developed Grade 7-12 Life Skills Math assessment

	<ul style="list-style-type: none"> <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	
Life Skills 7-12 Vocabulary	<ul style="list-style-type: none"> <input type="radio"/> 1) Change in % of student performance level on State <input type="radio"/> 2) Teacher specific growth computed by NYSED <input type="radio"/> 3) Teacher specific achievement/growth score computed locally <input type="radio"/> 4) State-approved 3rd party <input checked="" type="radio"/> 5) District/regional/BOCES–developed <input type="radio"/> 6(i) School-wide measure based on State-provided measure <input type="radio"/> 6(ii) School wide measure computed locally <input type="radio"/> 7) Student Learning Objectives 	Hoosick Falls CSD developed Grade 7-12 Life Skills Vocabulary assessment

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.	A proficiency rate will be calculated based upon the number of students demonstrating proficiency (a grade of 65 or better) on each associated grade level summative assessment. All students on the roster will be expected to take the examination and all possible efforts should be made to achieve this. The scale attached in 3.13 will then be used to convert the level of proficiency into
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	points for the local measure.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate of 75% or greater will result in a score between 18-20 points and a highly effective rating.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 37% to 74% will result in a score between 9-17 points and will be considered an effective rating.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 11% to 36% will result in a score between 3-8 points and will be considered a developing rating.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The table in Section 3.13 will be used to assign points based upon the calculated proficiency rate. A proficiency rate from 0% to 10% will result in a score between 0-2 points and will be considered an ineffective rating.

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.	<p>For these specific courses (AIS Reading 3-9, AIS Math 3-9, Life Skills ELA 7-12, Life Skills Math 7-12, Life Skills Vocabulary 7-12) we will be setting achievement targets. Teachers in collaboration with the principal, where the principal will make the final determination, will set achievement targets based on student scores on the pre-assessment. The achievement targets are based on meeting or exceeding the achievement targets in the determined range.</p> <p>A pre-assessment will be administered at the beginning of the class (within the first 4 weeks) and a</p>
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	<p>post-summative assessment will be administered at the end of the class. All students will be expected to sit for both the pre-assessment and post-summative assessments.</p> <p>All assessment scores will be converted from a 0-100 to a 1-4 matrix to be applied to the following scoring band targets: 1= 0-24, 2= 25-49, 3=50-75, 4=76-100</p> <ul style="list-style-type: none"> - If a student scores a 1 (0-24) on the pre-assessment and scores a 2 (25-49) or higher on the summative assessment it would count as meeting the achievement target. - If a student scores a 2 (25-49) on the pre-assessment and scores a 3 (50-75) or higher on the summative assessment it would count as meeting the achievement target. - If a student scores a 3 (50-75) on the pre-assessment and maintains a score of 3 (50-75) or higher on the summative assessment it would count as meeting the achievement target. - If a student scores a 4 (76-100) on the pre-assessment and maintains a score of 4 (76-100) on the summative assessment it would count as meeting the achievement target. <p>The points achieved by the teacher will be determined based upon this calculation (% Students Meeting Achievement Target) using the attached scale in 3.13. If a teacher is assigned multiple classes the weighted average of the assigned student scores will be used.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>See 3.13 attachment.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>See 3.13 attachment.</p>

Developing (3 - 8 points) Results are below District goals for similar students.	See 3.13 attachment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 3.13 attachment.

Teacher Portfolio Scoring Rubric

APPR Level of Performances

20% (20 Point) HEDI scoring ranges for the portfolio:

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

The rubric assigns ten points per domain and five points per artifact.

The rubric breakdown per artifact is as follows:

0-2	Unsatisfactory
3	Basic
4	Proficient
5	Distinguished

An administrator committee will determine the score of each section (10pts for Domain One and 10pts for Domain Four) and apply it to the portfolio. If artifacts support all the expectations for each section of the portfolio an overall score of 20 (out of 20) will be applied. If the artifacts do not support the expectations in any section of the portfolio an overall score of zero (out of 20) will be applied.

Domains (20-pts)	Highly Effective	Effective, Developing, Ineffective	Comments
<p><u>Domain 1</u> Planning & Preparation (10 Points)</p>	<p>Teacher's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessment, are aligned to the goals.</p>	<p>Portfolio does not provide sufficient evidence of Domain 1.</p>	
<p><u>Domain 4</u> Professional Responsibilities (10 Points)</p>	<p>The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in an accurate reflection of instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events and engaging in activities for professional development.</p>	<p>Portfolio does not provide sufficient evidence of Domain 4.</p>	

Hoosick Falls Central School District

Teacher Improvement Plan

Tier 1 - (Composite score of 64 or below)

Tier 1 - Teacher Improvement Plan (TIP) 20____-20____ to be completed by the Teacher, the HFTA president(s), and an administrator for the district.

Teacher: _____

Subject/Grade: _____

The teacher, the Hoosick Falls Teacher's Association (HFTA) president(s), and an administrator for the district will collaborate on timelines and necessary supports to improve teacher performance within the classroom. This plan should include Professional Development support around the identified area of need and may include, but is not limited to item analysis of state and/or local assessments to identify the specific area of improvement. The teacher and administrator will design a plan to address the identified area of need using common core standards and skills associated with them.

Area to be Improved	Objectives for Improvement	Self-Improvement Plan	Administrator's Plan to Assist Educator	Improvement Measurement Criteria	Plan Evaluation Timeline

Teacher Signature_____

HFTA President(s) Signature_____

Administrator Signature_____

Date_____

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Hoosick Falls Central School District

Teacher Improvement Plan

Tier 1- (Composite score of 64 or below)

Tier 1 - Teacher Action Plan Review 20____-20_____ to be filled out by the Teacher and the Administrator during the APPR Summative Conference. To be held as soon as reasonable after NYSED has released that teacher's assessment scores.

Teacher _____

Subject/Grade _____

Teacher Reflection:

Did you meet your goal(s)? How do you know this?

What strategies were most effective in your practice? How did the strategies help to benefit and improve state or local assessments?

What would you do differently or change for next year?

Administrator Reflection:

Teacher Signature_____

Administrator Signature_____

Date_____

Hoosick Falls Central School District

Teacher Improvement Plan

Tier 2 - (Composite score of 65 or higher)

Tier 2 - Teacher Improvement Plan (TIP) 20____-20____ to be completed by the Teacher, the HFTA president(s), and an administrator for the district.

Teacher: _____

Subject/Grade: _____

The teacher, the Hoosick Falls Teacher’s Association (HFTA) president(s), and an administrator for the district will collaborate on timelines and necessary supports to improve ratings of ineffective or developing on the formal observations. This plan should include Professional Development support around the identified area of need(s). The teacher and administrator will design a plan to address the identified area of need(s) using common core standards and skills associated with them. Mentoring would be required and coordinated by HFCS. Additional formal observations may be conducted on a case by case basis. Informal observations, with a focus on Charlotte Danielson *A Framework for Teaching* will be conducted no less than once a quarter with written feedback provided.

Area to be Improved	Objectives for Improvement	Self-Improvement Plan	Administrator’s Plan to Assist Educator	Improvement Measurement Criteria	Plan Evaluation Timeline
! ! ! !	!	!	!	!	!
! !	!	!	!	!	!

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Teacher Signature _____

HFTA President(s) Signature _____

Administrator Signature _____

Date _____

Principal Portfolio Scoring Rubric

APPR Level of Performances

20% (20 Point) HEDI scoring ranges for the portfolio:

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

The Superintendent of Schools will conduct a review of artifacts collected throughout the school year and determine the score of each section (5pts for Domain B, 5pts for Domain C, 5pts for Domain D, and 5pts for Domain F) and apply it to the portfolio. If artifacts support all the expectations for each section of the portfolio an overall score of 20 (out of 20) will be applied. If the artifacts do not support the expectations in any section of the portfolio an overall score of zero (out of 20) will be applied.

Domains (20-pts)	Highly Effective	Effective, Improvement Necessary, Does Not Meet Standards	Comments
<u>Domain B</u> Priority Management and Communication (5 Points)	Administrator plans accordingly to maximize achievement, successfully communicates goals to all constituents, has a foolproof system of capturing key information, successfully keeps all key players involved, and deals quickly and decisively with items/situations of the highest priority.	Portfolio does not provide sufficient evidence of Domain B.	

<p><u>Domain C</u> Curriculum and Data (5 Points)</p>	<p>Ensures all teams use formative and summative data to drive instruction, keeps all grade/subject level teams on target in reaching goals, keeps team focused on using assessments to effectively reteach, and uses all variable student data to monitor and drive continuous improvement toward goals.</p>	<p>Portfolio does not provide sufficient evidence of Domain C.</p>	
<p><u>Domain D</u> Supervision, Evaluation, and Professional Development (5 Points)</p>	<p>Keeps the focus of all staff meetings on student oriented goals and achievement, orchestrates high-quality professional development for all teachers, ensure team members take ownership for using data to drive instruction and refine teaching, ensures a backwards by design approach to instruction, and courageously engages in difficult discussions with below-level teachers to help improve performance.</p>	<p>Portfolio does not provide sufficient evidence of Domain D.</p>	
<p><u>Domain F</u> Management and External Relations (5 Points)</p>	<p>Creates a highly equitable schedule that maximizes teaching with teacher collaboration, ensures efficient transitions throughout the school day, involves all stakeholders in transparent decision-making, and deftly handles legal and bureaucratic issues with little to no impact on classroom instruction.</p>	<p>Portfolio does not provide sufficient evidence of Domain F.</p>	

Principal Improvement Plan

Name of Principal: _____

School Building: _____

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:

(lead evaluator and principal initial each date to confirm the meeting)

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

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

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

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

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

Signatures, dates

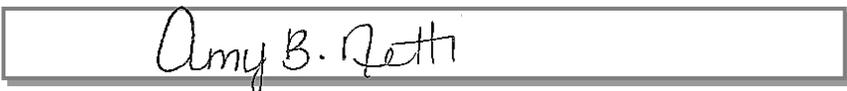
Superintendent Signature: Date: 5-7-15



Teachers Union President Signature: Date: 5-7-15



Administrative Union President Signature: Date: 5-7-15



Board of Education President Signature: Date: 5-7-15



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

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

Superintendent / District Superintendent / Chancellor Signature: Date: 5-7-15



Chart 2.11		Percentage of			
		Students Meeting	Student		
Band	% Gap Closed	Achievement Target	Proficiency Rates	Points out of 20	Points out of 15
Highly effective	45% or higher	95% or higher	85% or higher	20	15
Highly effective	42-44%	90-94%	81-84%	19	15
Highly effective	39-41%	85-89%	75-80%	18	14
effective	38%	81-84%	69-74%	17	13
effective	36-37%	77-80%	65-68%	16	13
effective	34-35%	73-76%	61-64%	15	12
effective	32-33%	69-72%	57-60%	14	12
effective	30-31%	65-68%	52-56%	13	11
effective	28-29%	61-64%	48-51%	12	11
effective	26-27%	57-60%	44-47%	11	10
effective	24-25%	53-56%	41-43%	10	9
effective	22-23%	50-52%	37-40%	9	8
developing	21%	45-49%	31-36%	8	7
developing	19-20%	40-44%	27-30%	7	7
developing	17-18%	35-39%	23-26%	6	6
developing	15-16%	30-34%	20-22%	5	5
developing	13-14%	25-29%	16-19%	4	4
developing	11-12%	20-24%	11-15%	3	3
ineffective	6-10%	15-19%	6-10%	2	2
ineffective	1-5%	10-14%	1-5%	1	1
ineffective	0%	0-9%	0%	0	0

Chart 3.3		<u>Percentage of</u>			
		<u>Students Meeting</u>	<u>Student</u>		
<u>Band</u>	<u>% Gap Closed</u>	<u>Achievement Target</u>	<u>Proficiency Rates</u>	<u>Points out of 20</u>	<u>Points out of 15</u>
Highly effective	45% or higher	95% or higher	85% or higher	20	15
Highly effective	42-44%	90-94%	81-84%	19	15
Highly effective	39-41%	85-89%	75-80%	18	14
effective	38%	81-84%	69-74%	17	13
effective	36-37%	77-80%	65-68%	16	13
effective	34-35%	73-76%	61-64%	15	12
effective	32-33%	69-72%	57-60%	14	12
effective	30-31%	65-68%	52-56%	13	11
effective	28-29%	61-64%	48-51%	12	11
effective	26-27%	57-60%	44-47%	11	10
effective	24-25%	53-56%	41-43%	10	9
effective	22-23%	50-52%	37-40%	9	8
developing	21%	45-49%	31-36%	8	7
developing	19-20%	40-44%	27-30%	7	7
developing	17-18%	35-39%	23-26%	6	6
developing	15-16%	30-34%	20-22%	5	5
developing	13-14%	25-29%	16-19%	4	4
developing	11-12%	20-24%	11-15%	3	3
ineffective	6-10%	15-19%	6-10%	2	2
ineffective	1-5%	10-14%	1-5%	1	1
ineffective	0%	0-9%	0%	0	0

Chart 3.13		<u>Percentage of</u>			
		<u>Students Meeting</u>	<u>Student</u>		
<u>Band</u>	<u>% Gap Closed</u>	<u>Achievement Target</u>	<u>Proficiency Rates</u>	<u>Points out of 20</u>	<u>Points out of 15</u>
Highly effective	45% or higher	95% or higher	85% or higher	20	15
Highly effective	42-44%	90-94%	81-84%	19	15
Highly effective	39-41%	85-89%	75-80%	18	14
effective	38%	81-84%	69-74%	17	13
effective	36-37%	77-80%	65-68%	16	13
effective	34-35%	73-76%	61-64%	15	12
effective	32-33%	69-72%	57-60%	14	12
effective	30-31%	65-68%	52-56%	13	11
effective	28-29%	61-64%	48-51%	12	11
effective	26-27%	57-60%	44-47%	11	10
effective	24-25%	53-56%	41-43%	10	9
effective	22-23%	50-52%	37-40%	9	8
developing	21%	45-49%	31-36%	8	7
developing	19-20%	40-44%	27-30%	7	7
developing	17-18%	35-39%	23-26%	6	6
developing	15-16%	30-34%	20-22%	5	5
developing	13-14%	25-29%	16-19%	4	4
developing	11-12%	20-24%	11-15%	3	3
ineffective	6-10%	15-19%	6-10%	2	2
ineffective	1-5%	10-14%	1-5%	1	1
ineffective	0%	0-9%	0%	0	0

Chart 7.3		<u>Percentage of</u>			
		<u>Students Meeting</u>	<u>Student</u>		
<u>Band</u>	<u>% Gap Closed</u>	<u>Achievement Target</u>	<u>Proficiency Rates</u>	<u>Points out of 20</u>	<u>Points out of 15</u>
Highly effective	45% or higher	95% or higher	85% or higher	20	15
Highly effective	42-44%	90-94%	81-84%	19	15
Highly effective	39-41%	85-89%	75-80%	18	14
effective	38%	81-84%	69-74%	17	13
effective	36-37%	77-80%	65-68%	16	13
effective	34-35%	73-76%	61-64%	15	12
effective	32-33%	69-72%	57-60%	14	12
effective	30-31%	65-68%	52-56%	13	11
effective	28-29%	61-64%	48-51%	12	11
effective	26-27%	57-60%	44-47%	11	10
effective	24-25%	53-56%	41-43%	10	9
effective	22-23%	50-52%	37-40%	9	8
developing	21%	45-49%	31-36%	8	7
developing	19-20%	40-44%	27-30%	7	7
developing	17-18%	35-39%	23-26%	6	6
developing	15-16%	30-34%	20-22%	5	5
developing	13-14%	25-29%	16-19%	4	4
developing	11-12%	20-24%	11-15%	3	3
ineffective	6-10%	15-19%	6-10%	2	2
ineffective	1-5%	10-14%	1-5%	1	1
ineffective	0%	0-9%	0%	0	0

Chart 8.1		<u>Percentage of</u>			
		<u>Students Meeting</u>	<u>Student</u>		
<u>Band</u>	<u>% Gap Closed</u>	<u>Achievement Target</u>	<u>Proficiency Rates</u>	<u>Points out of 20</u>	<u>Points out of 15</u>
Highly effective	45% or higher	95% or higher	85% or higher	20	15
Highly effective	42-44%	90-94%	81-84%	19	15
Highly effective	39-41%	85-89%	75-80%	18	14
effective	38%	81-84%	69-74%	17	13
effective	36-37%	77-80%	65-68%	16	13
effective	34-35%	73-76%	61-64%	15	12
effective	32-33%	69-72%	57-60%	14	12
effective	30-31%	65-68%	52-56%	13	11
effective	28-29%	61-64%	48-51%	12	11
effective	26-27%	57-60%	44-47%	11	10
effective	24-25%	53-56%	41-43%	10	9
effective	22-23%	50-52%	37-40%	9	8
developing	21%	45-49%	31-36%	8	7
developing	19-20%	40-44%	27-30%	7	7
developing	17-18%	35-39%	23-26%	6	6
developing	15-16%	30-34%	20-22%	5	5
developing	13-14%	25-29%	16-19%	4	4
developing	11-12%	20-24%	11-15%	3	3
ineffective	6-10%	15-19%	6-10%	2	2
ineffective	1-5%	10-14%	1-5%	1	1
ineffective	0%	0-9%	0%	0	0