



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

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Commissioner of Education  
President of the University of the State of New York  
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April 11, 2014

**Revised**

D. Joseph Corr, Superintendent  
North Colonie Central School District  
91 Fiddlers Lane  
Latham, NY 12110

Dear Superintendent Corr:

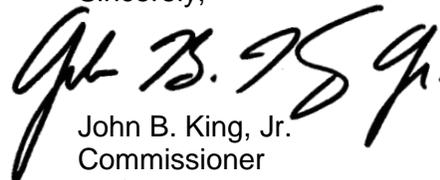
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

A handwritten signature in black ink that reads "John B. King, Jr." in a cursive style.

John B. King, Jr.  
Commissioner

Attachment

c: Charles Dedrick

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, March 17, 2014

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 010623060000

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

010623060000

#### 1.2) School District Name: NORTH COLONIE CSD

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

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Tuesday, April 08, 2014

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3<sup>rd</sup> 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 3<sup>rd</sup> party assessments  
 District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms  
 School- or BOCES-wide, group or team results based on State assessments

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	North Colonie District-developed ELA grade K Assessment
1	District, regional, or BOCES-developed assessment	North Colonie District-developed ELA grade 1 Assessment
2	District, regional, or BOCES-developed assessment	North Colonie District-developed ELA Grade 2 Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

For K-3 ELA: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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	A NorthColonie district-developed ELA pre-test will be given at the beginning of the year to establish students' baseline
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.

performance levels. After the pre-test is administered and scored, district-level data will be analyzed to determine students' performance levels 1-4 analogous to the state's designation with 1 representing the weakest performances and 4 representing the highest performances. Level 1 students will be those whose scores were the lowest 10% district-wide; level 2 students will be those whose scores are in the next 40%; level 3 will be those students whose scores are in the next 45%, and level 4 students will be those whose scores are in the highest 5% district-wide on the North Colonie district-developed pre-assessment. We will use the same process on the North Colonie district-developed post-test (for grades K--2) to determine students' performance levels 1-4 analogous to the state's designation. The minimal acceptable growth will be determined as follows: level 1 students must grow to a level 2; level 2 students must maintain or improve their performance level; level 3 must maintain or improve their performance level and level 4 must maintain at least a level 3 performance on the North Colonie district-developed ELA post-assessment for grades K--2 and the New York State ELA assessment for grade 3. A teacher's HEDI level will be based upon the percentage of students who achieve the growth targets described above.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving growth in the area of ELA as evidenced by a North Colonie district-developed final assessment (or state assessment in grade 3).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on district –determined targets, a score in the effective range represents a majority of students achieving growth in the area of ELA as evidenced by a North Colonie district-developed final assessment (or state assessment in grade 3).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on district –determined targets, a score in the developing range represents some students achieving growth in the area of ELA as evidenced by a North Colonie district-developed final assessment (or state assessment in grade 3).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Based on district –determined targets, a score in the ineffective range represents few students achieving growth in the area of ELA as evidenced by a North Colonie district-developed final assessment (or state assessment in grade 3).

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	North Colonie District-developed Math grade K Assessment
1	District, regional, or BOCES-developed assessment	North Colonie District-developed Math grade 1 Assessment
2	District, regional, or BOCES-developed assessment	North Colonie District-developed Math grade 2 Assessment

Math	Assessment
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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.

A North Colonie district-developed pre-test in mathematics will be given at the beginning of the year to establish students' baseline performance levels. After the pre-test is administered and scored, district-level data will be analyzed to determine students' performance levels 1-4 analogous to the state's designation with 1 representing the weakest performances and 4 representing the highest performances. Level 1 students will be those whose scores were the lowest 10% district-wide; level 2 students will be those whose scores are in the next 40%; level 3 will be those students whose scores are in the next 45%, and level 4 students will be those whose scores are in the highest 5% district-wide on the North Colonie district-developed pre-assessment. The same process will be used for scaling the summative assessment. The minimal acceptable growth will be determined as follows: level 1 students must grow to a level 2; level 2 students must maintain or improve their performance level; level 3 must maintain or improve their performance level and level 4 must maintain at least a level 3 performance on the North Colonie district-developed mathematics post-assessment for grades K--2 and the New York State mathematics assessment for grade 3.. A teacher's HEDI level will be based upon the percentage of students who achieve the growth targets described above.

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

Based on district-determined targets, a score in the highly effective range represents a large majority of students achieving growth in the area of mathematics as evidenced by a North Colonie district-developed final assessment (or state assessment in grade 3).

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

Based on district-determined targets, a score in the effective range represents a majority of students achieving growth in the area of mathematics as evidenced by a North Colonie district-developed final assessment (or state assessment in grade 3).

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

Based on district-determined targets, a score in the developing range represents some students achieving growth in the area of mathematics as evidenced by a North Colonie district-developed final assessment (or state assessment in grade 3).

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

Based on district-determined targets, a score in the ineffective range represents few students achieving growth in the area of mathematics as evidenced by a North Colonie district-developed final assessment (or state assessment in grade 3).

## 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	Not applicable	Not Applicable
7	District, regional or BOCES-developed assessment	North Colonie District-developed Science grade 7 Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

A North Colonie district-developed grade 7 science pre-test and grade 8 pre-test will be given at the beginning of the year to establish students' baseline performance levels. After the pre-test is administered and scored, district-level data will be analyzed to determine students' performance levels 1-4 analogous to the state's designation with 1 representing the weakest performances and 4 representing the highest performances. The same process will be used for scaling the summative assessment. Level 1 students will be those whose scores were the lowest 10% district-wide; level 2 students will be those whose scores are in the next 40%; level 3 will be those students whose scores are in the next 45%, and level 4 students will be those whose scores are in the highest 5% district-wide on the North Colonie district-developed pre-assessment. The minimal acceptable growth will be determined as follows: level 1 students must grow to a level 2; level 2 students must maintain or improve their performance level; level 3 must maintain or improve their performance level and level 4 must maintain at least a level 3 performance on the North Colonie district-developed grade 7 science post-assessment (or state assessment for grade 8). A teacher's HEDI level will be based upon the percentage of students who achieve the growth targets described above.

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

Based on district-determined targets, a score in the highly effective range represents a large majority of students achieving growth in the area of science as evidenced by a North Colonie district-developed final assessment (or state assessment in grade 8).

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

Based on district-determined targets, a score in the effective range represents a majority of students achieving growth in the area of science as evidenced by a North Colonie district-developed final assessment (or state assessment in grade 8).

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

Based on district-determined targets, a score in the developing range represents some students achieving growth in the area of science as evidenced by a North Colonie district-developed final assessment (or state assessment in grade 8).

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

Based on district-determined targets, a score in the ineffective range represents few students achieving growth in the area of science as evidenced by a North Colonie district-developed final assessment (or state assessment in grade 8).

## 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	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	North Colonie District-developed Social Studies grade 7 Assessment
8	District, regional or BOCES-developed assessment	North Colonie District-developed Social Studies grade 8 Assessment

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

A North Colonie district-developed social studies pre-test will be given at the beginning of the year to establish students' baseline performance levels. After the pre-test is administered and scored, district-level data will be analyzed to determine students' performance levels 1-4 analogous to the state's designation with 1 representing the weakest performances and 4 representing the highest performances. The same process will be used for scaling the summative assessment. Level 1 students will be those whose scores were the lowest 10% district-wide; level 2 students will be those whose scores are in the next 40%; level 3 will be those students whose scores are in the next 45%, and level 4 students will be those whose scores are in the highest 5% district-wide on the North Colonie district-developed pre-assessment. The minimal acceptable growth will be determined as follows: level 1 students must grow to a level 2; level 2 students must maintain or improve their performance level; level 3 must maintain or improve their performance level and level 4 must maintain at least a level 3 performance on the North Colonie district-developed post-assessment. A teacher's HEDI level will be based upon the percentage of students who achieve the growth targets described above.

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

Based on district-determined targets, a score in the highly effective range represents a large majority of students achieving growth in the area of social studies as evidenced by a North Colonie district-developed final assessment.

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

Based on district-determined targets, a score in the effective range represents a majority of students achieving growth in the area of social studies as evidenced by a North Colonie district-developed final assessment.

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

Based on district-determined targets, a score in the developing range represents some students achieving growth in the area of social studies as evidenced by a North Colonie district-developed final assessment.

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

Based on district-determined targets, a score in the ineffective range represents few students achieving growth in the area of social studies as evidenced by a North Colonie district-developed final assessment.

## 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	North Colonie District-developed Global History 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.	A North Colonie district-developed pre-test for the grade level identified social studies course of study will be given at the beginning of the year to establish students' baseline performance levels. After the pre-test is administered and scored, district-level data will be analyzed to determine students' baseline performance levels and differentiated targets for growth. The differentiated target setting model of 100-pretest score/two = expected growth will be applied. This expected growth will be added to the pre-test score to set the growth target for each student. A teacher's HEDI level will be based upon the percentage of students who achieve the growth targets described above.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving growth in the area of social studies as evidenced by a North Colonie district-developed final assessment for Global 1(or state assessment for Global 2 and American History).
Effective (9 - 17 points) Results meet District goals for similar students.	Based on district –determined targets, a score in the effective range represents a majority of students achieving growth in the area of social studies as evidenced by a North Colonie district-developed final assessment Global 1(or state assessment for Global 2 and American History).
Developing (3 - 8 points) Results are below District goals for similar students.	Based on district –determined targets, a score in the developing range represents some students achieving growth in the area of social studies as evidenced by a North Colonie district-developed final assessment Global 1(or state assessment for Global 2 and American History).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on district –determined targets, a score in the ineffective range represents few students achieving growth in the area of social studies as evidenced by a North Colonie

## 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.	A North Colonie district-developed pre-test for the grade level identified course of study in science will be given at the beginning of the year to establish students' baseline performance levels. After the pre-test is administered and scored, district-level data will be analyzed to determine students' baseline performance levels and differentiated targets for growth will be determined. The differentiated target setting model of $100 - \text{pretest score} / \text{two} = \text{expected growth}$ will be applied. This expected growth will be added to the pre-test score to set the growth target for each student. A teacher's HEDI level will be based upon the percentage of students who achieve the growth targets described above.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving growth in the area of science as evidenced by the applicable Regents exam.
Effective (9 - 17 points) Results meet District goals for similar students.	Based on district –determined targets, a score in the effective range represents a majority of students achieving growth in the area of science as evidenced by the applicable Regents exam.
Developing (3 - 8 points) Results are below District goals for similar students.	Based on district –determined targets, a score in the developing range represents some students achieving growth in the area of science as evidenced by the applicable Regents exam.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on district –determined targets, a score in the ineffective range represents few students achieving growth in the area of science as evidenced by the applicable Regents exam.

## 2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A North Colonie district-developed pre-test for the grade level identified course of study in mathematics will be given at the beginning of the year to establish students' baseline performance levels. After the pre-test is administered and scored, district-level data will be analyzed to determine students' baseline performance levels. The differentiated target setting model of $100 - \text{pretest score} / 2 = \text{expected growth}$ will be applied. This expected growth will be added to the pre-test score to set the growth target for each student. A teacher's HEDI level will be based upon the percentage of students who achieve the growth targets described above. In the case of Algebra I, students will be taking both the Integrated Algebra Regents and the Common Core Regents. The higher of the two scores will be used.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving growth in the area of mathematics as evidenced by the applicable Regents exam.
Effective (9 - 17 points) Results meet District goals for similar students.	Based on district –determined targets, a score in the effective range represents a majority of students achieving growth in the area of mathematics as evidenced by the applicable Regents exam.
Developing (3 - 8 points) Results are below District goals for similar students.	Based on district –determined targets, a score in the developing range represents some students achieving growth in the area of mathematics as evidenced by the applicable Regents exam.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on district –determined targets, a score in the ineffective range represents few students achieving growth in the area of mathematics as evidenced by the applicable Regents exam.

## 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	North Colonie District-developed English Grade 9 Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	North Colonie District-developed English Grade 10 Assessment
Grade 11 ELA	Regents assessment	New York State Comprehensive English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A North Colonie district-developed pre-test for the grade level identified course of study in ELA will be given at the beginning of the year to establish students' baseline performance levels. After the pre-test is administered and scored, district-level data will be analyzed to determine students' baseline performance levels. The differentiated target setting model of 100-pretest score/two = expected growth will be applied. This expected growth will be added to the pre-test score to set the growth target for each student. A teacher's HEDI level will be based upon the percentage of students who achieve the growth targets described above.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving growth in the area of ELA as evidenced by a North Colonie district-developed final assessment for ELA 9 or 10 (or state assessment for grade 11).
Effective (9 - 17 points) Results meet District goals for similar students.	Based on district –determined targets, a score in the highly effective range represents a majority of students achieving growth in the area of ELA as evidenced by a North Colonie district-developed final assessment for ELA 9 or 10 (or state assessment for ELA 11).
Developing (3 - 8 points) Results are below District goals for similar students.	Based on district –determined targets, a score in the highly effective range represents some students achieving growth in the area of ELA as evidenced by a North Colonie district-developed final assessment for ELA 9 or 10 (or state assessment for ELA 11).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on district –determined targets, a score in the ineffective range represents few students achieving growth in the area of ELA as evidenced by a North Colonie district-developed final assessment for ELA 9 or 10 (or state assessment for ELA 11).

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other teachers not named above	District, Regional or BOCES-developed	North Colonie district-developed grade and subject-specific 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.	A North Colonie district-developed pre-test for the particular course of study will be given at the beginning of the year to establish students' baseline performance levels. After the pre-test is administered and scored, district-level data will be analyzed to determine students' baseline performance levels. The differentiated target setting model of $100 - \text{pretest score} / 2 = \text{expected growth}$ will be applied. This expected growth will be added to the pre-test score to set the growth target for each student. A teacher's HEDI level will be based upon the percentage of students who achieve the growth targets described above.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving growth in the specific area of study as evidenced by a North Colonie grade and subject-specific district-developed final assessment.
Effective (9 - 17 points) Results meet District goals for similar students.	Based on district –determined targets, a score in the effective range represents a majority of students achieving growth in the specific area of study as evidenced by a North Colonie grade and subject-specific district-developed final assessment.
Developing (3 - 8 points) Results are below District goals for similar students.	Based on district –determined targets, a score in the developing range represents some students achieving growth in the specific area of study as evidenced by a North Colonie grade and subject-specific district-developed final assessment.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on district –determined targets, a score in the ineffective range represents few students achieving growth in the specific area of study as evidenced by a North Colonie grade and subject-specific district-developed final assessment.

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

(No response)

## 2.11) HEDI Tables or Graphics

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

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## 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.

N/A

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, April 08, 2014

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#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. 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 7<sup>th</sup> grade math State assessment compared to those same students’ performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> 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
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4	6(ii) School wide measure computed locally	North Colonie district-developed summative ELA 4 assessment
5	6(ii) School wide measure computed locally	North Colonie district-developed summative ELA 5 assessment
6	6(ii) School wide measure computed locally	North Colonie district-developed summative ELA 6 assessment
7	6(ii) School wide measure computed locally	North Colonie district-developed summative ELA 7 assessment
8	6(ii) School wide measure computed locally	North Colonie district-developed summative ELA 8 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.	A North Colonie district-developed summative assessment will be given at the end of grades 4, 5, 6, 7 and 8 to determine students' proficiency levels (defined as a score of 65% or higher) in ELA. There are multiple teachers per grade level for this course; thus, after the post assessments are administered and scored, grade-level data will be analyzed to determine the overall percentage of students proficient in ELA at the particular grade level as evidenced by the summative assessment. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point effective score (or a 10 on the 15 point scale) with HEDI points increasing or decreasing in correspondence with the actual percentage of students at that grade level achieving proficiency. See attached chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as a score of 65% or higher)in the area of ELA as evidenced by a North Colonie district-developed final assessment.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (defined as a score of 65% or higher) in the area of ELA as evidenced by a North Colonie district-developed final assessment.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as a score of 65% or higher)in the area of ELA as evidenced by a North Colonie district-developed final assessment.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (defined as a score of 65% or higher) in the area of ELA as evidenced by a North Colonie district-developed final assessment.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	North Colonie district-developed summative Mathematics 4 assessment
5	6(ii) School wide measure computed locally	North Colonie district-developed summative Mathematics 5 assessment
6	6(ii) School wide measure computed locally	North Colonie district-developed summative Mathematics 6 assessment
7	6(ii) School wide measure computed locally	North Colonie district-developed summative Mathematics 7 assessment
8	6(ii) School wide measure computed locally	Integrated and Common Core Algebra Regents

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.	A North Colonie district-developed summative assessment will be given at the end of grades 4, 5, 6, and 7 to determine students' proficiency (defined as a score of 65% or higher) levels in mathematics and the Integrated Algebra Regents or Common Core Algebra Regents (the higher of the two scores will be used) will be used to assess the percentage of students achieving mastery (defined as a score of 85 points or higher) at the end of grade 8. There are multiple teachers per grade level for this course; thus, after the post assessments are administered and scored, grade-level data will be analyzed to determine the overall percentage of students who have achieved proficiency in mathematics at the particular grade level (4, 5, 6, 7) or mastery (grade 8) as evidenced by the summative assessment. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point effective score (or a 10 on the 15 point scale) with HEDI points increasing or decreasing in correspondence with the actual percentage of students at that grade level achieving proficiency/mastery. See attached chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency(defined as a score of 65% or higher) in the area of mathematics 4--7 on a North Colonie district-developed final assessment (or mastery, defined as 85 or higher, in grade 8 as evidenced by performance on the Integrated Algebra Regents or the Common Core Algebra Regents).
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency

grade/subject.	(defined as a score of 65% or higher)in the area of mathematics 4-7 on a North Colonie district-developed final assessment (or mastery in grade 8, defined as 85 or higher, as evidenced by performance on the Integrated Algebra Regents or the Common Core Algebra Regents.)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as a score of 65% or higher)in the area of mathematics 4-7 on a North Colonie district-developed final assessment (or mastery in grade 8, defined as 85 or higher, as evidenced by performance on the Integrated Algebra Regents or the Common Core Algebra Regents.)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency in the area of mathematics 4-7(defined as a score of 65% or higher)on a North Colonie district-developed final assessment (or mastery in grade 8, defined as 85 or higher, as evidenced by performance on the Integrated Algebra Regents or the Common Core Algebra Regents.)

### 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.

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## 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 7<sup>th</sup> grade math State assessment compared to those same students’ performance levels on the 6<sup>th</sup> grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4<sup>th</sup> grade ELA or math State assessments compared to those students’ performance levels on the 3<sup>rd</sup> grade ELA or math State assessments)

2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State

determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	North Colonie district-developed summative ELA Kindergarten literacy assessment
1	6(ii) School-wide measure computed locally	North Colonie district-developed summative ELA 1 literacy assessment
2	6(ii) School-wide measure computed locally	North Colonie district-developed summative ELA 2 literacy assessment
3	6(ii) School-wide measure computed locally	New York State Grade 3 ELA

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.

<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 North Colonie district-developed summative literacy assessment will be given at the end of grades K, 1, and 2 to determine students' proficiency levels (defined as a score of 65% or higher) in ELA. The New York State ELA test will be used to determine proficiency (defined as a level 3 or higher) in grade 3. There are multiple teachers per grade level for this course; thus, after the post assessments are administered and scored, grade-level data will be analyzed to determine the overall percentage of students proficient in ELA at the particular grade level as evidenced by the summative assessment. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point effective score with HEDI points increasing or decreasing in correspondence with the actual percentage of students at that grade level achieving proficiency. See attached chart.</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>Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as a score of 65% or higher)in the area of ELA as evidenced by a North Colonie district-developed final assessment (K, 1, 2) or New York State ELA assessment score of 3 or higher for grade 3.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (defined as a score of 65% or higher)in the area of ELA as evidenced by a North Colonie district-developed final assessment (K, 1, 2) or New York State ELA assessment score of 3 or higher for grade 3.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as a score of 65% or higher)in the area of ELA as evidenced by a North Colonie district-developed final assessment (K, 1, 2) or New York State ELA assessment score of 3 or higher for grade 3.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (defined as a score of 65% or higher) in the area of ELA as evidenced by a North Colonie district-developed final assessment (K, 1, 2) or New York State ELA assessment score of 3 or higher for grade 3.</p>

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	North Colonie district-developed summative Mathematics Kindergarten assessment
1	6(ii) School-wide measure computed locally	North Colonie district-developed summative Mathematics 1 assessment
2	6(ii) School-wide measure computed locally	North Colonie district-developed summative Mathematics 2 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A North Colonie district-developed summative mathematics assessment will be given at the end of grades K, 1, and 2 to determine students' proficiency (defined as 65% or higher) levels in mathematics and the New York State test will be used to determine proficiency in grade 3 (defined as a score of 3 or higher). After the post assessments are administered and scored, grade-level data will be analyzed to determine the overall percentage of students proficient in mathematics at the particular grade level as evidenced by the summative assessment. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point effective score with HEDI points increasing or decreasing in correspondence with the actual percentage of students at that grade level achieving proficiency. See attached chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as 65% or higher) in the area of mathematics as evidenced by a North Colonie district-developed final assessment (K, 1, 2) or New York State math assessment score of 3 or higher for grade 3.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (defined as 65% or higher) in the area of mathematics as evidenced by a North Colonie district-developed final assessment (K, 1, 2) or New York State math assessment score of 3 or higher for grade 3.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as 65% or higher) in the area of mathematics as evidenced by a North Colonie district-developed final assessment (K, 1, 2) or New York State math assessment score of 3 or higher for grade 3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (defined as 65% or higher) in the area of mathematics as evidenced by a North Colonie district-developed final assessment (K, 1, 2) or New York State math assessment score of 3 or higher for grade 3.

### 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	Not applicable	Not applicable
7	5) District, regional, or BOCES–developed assessments	North Colonie district developed summative science 7 assessment
8	3) Teacher specific achievement or growth score computed locally	Earth Science Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A North Colonie district-developed summative assessment will be given at the end of grade 7 to determine students' proficiency (defined as 65% or higher) levels in science and the Earth Science Regents will be used to assess the percentage of students achieving mastery (defined as a score of 85 points or higher) at the end of grade 8. In order to assign HEDI scores, we will compare each teacher's students' performance against the district benchmark of 80% of students attaining proficiency in grade 7 (or mastery for grade 8) as a 13 point effective score with HEDI points increasing or decreasing in correspondence with the actual percentage of students at that grade level achieving proficiency/mastery. See attached chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as 65% or higher) in the area of science 7 on a North Colonie district-developed final assessment (or mastery, defined as 85 or higher, in grade 8 as evidenced by performance on the Earth Science Regents).
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (defined as 65% or higher) in the area of science 7 on a North Colonie district-developed final assessment (or mastery, defined as 85 or higher, in grade 8 as evidenced by performance on the Earth Science Regents).
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as 65% or higher) in the area of science 7 on a North Colonie district-developed final assessment (or mastery, defined as 85 or higher, in grade 8 as evidenced by performance on the Earth Science Regents).
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (defined as 65% or higher) in the area of science 7 on a North Colonie district-developed final assessment (or mastery, defined as 85 or higher, in grade 8 as evidenced by performance on the Earth Science Regents).

### 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	Not applicable	Not applicable
7	6(ii) School wide measure computed locally	North Colonie district developed summative Social Studies 7 assessment
8	6(ii) School wide measure computed locally	North Colonie district developed summative Social Studies 8 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 North Colonie district-developed summative assessment will be given at the end of grades 7 and 8 to determine students' proficiency (defined as 65% or higher) levels in social studies. There are multiple teachers per grade level for this course; thus, after the post assessments are administered and scored, grade-level data will be analyzed to determine the overall percentage of students proficient in social studies at the particular grade level as evidenced by the summative assessment. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point effective score with HEDI points increasing or decreasing in correspondence with the actual percentage of students at that grade level achieving proficiency. See attached chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as 65% or higher) in the area of social studies as evidenced by a North Colonie district-developed final assessment
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (defined as 65% or higher) in the area of social studies as evidenced by a North Colonie district-developed final assessment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as 65% or higher) in the area of social studies as evidenced by a North Colonie district-developed final assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (defined as 65% or higher) in the area of social studies as evidenced by a North Colonie district-developed final assessment

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	New York State Regents in Global History and Geography
Global 2	6(ii) School wide measure computed locally	New York State Regents in Global History and Geography
American History	6(ii) School wide measure computed locally	New York State Regents in United States History and Government

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The New York State Regents exams will be used to determine students' proficiency levels in social studies, with proficiency defined as a passing grade of 65 or higher. There are multiple teachers for each course; thus, after the Regents are administered and scored, school-level data will be analyzed to determine the overall percentage of students who passed the applicable social studies Regents exam. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point effective score ) with HEDI points increasing or decreasing in correspondence with the actual percentage of students at that grade level achieving proficiency. Global I teachers will use the school-wide results for the Global History Regents. See attached chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (a passing grade of 65 or higher) in the area of social studies as evidenced by Regents passing rate.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (a passing grade of 65 or higher) in the area of social studies as evidenced by Regents passing rates.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the developing range represents some students achieving proficiency (a passing grade of 65 or higher) in the area of social studies as evidenced by Regents passing rates.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (a passing grade of 65 or higher) in the area of social studies as evidenced by Regents passing rates.

### 3.9) High School Science

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The New York State Regents exams will be used to determine students' proficiency levels in science, with proficiency defined as a passing grade of 65 or higher. There are multiple teachers for each course; thus, after the Regents are administered and scored, school-level data will be analyzed to determine the overall percentage of students who passed the applicable science Regents exam. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point effective score with HEDI points increasing or decreasing in correspondence with the actual percentage of students at that grade level achieving proficiency. See attached chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (a passing grade of 65 or higher) in the area of science as evidenced by Regents passing rate.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the developing range represents some students achieving proficiency (a passing grade of 65 or higher) in the area of science as evidenced by Regents passing rate.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (a passing grade of 65 or higher) in the area of science as evidenced by Regents passing rate.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (a passing grade of 65 or higher)in the area of science as evidenced by Regents passing rate.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	New York State Integrated Algebra Regent and Common Core Regents
Geometry	6(ii) School wide measure computed locally	New York State Geometry Regents
Algebra 2	6(ii) School wide measure computed locally	New York State Algebra 2 and Trigonometry Regents

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The New York State Regents exams will be used to determine students' proficiency levels in mathematics, with proficiency defined as a passing grade of 65 or higher. There are multiple teachers for each course; thus, after the Regents are administered and scored, school-level data will be analyzed to determine the overall percentage of students who passed the applicable mathematics Regents exam. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point effective score with HEDI points increasing or decreasing in correspondence with the actual percentage of students at that grade level achieving proficiency. For Algebra I, students will be taking both the Integrated Algebra Regents and the Common Core Regents; the higher of the two scores will be used. See attached chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (a passing grade of 65 or higher) in the area of mathematics as evidenced by Regents passing rate.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (a passing grade of 65 or higher) in the area of mathematics as evidenced by Regents passing rate.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the developing range represents some students achieving proficiency (a passing grade of 65 or higher) in the area of mathematics as evidenced by Regents passing rate.

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

Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (a passing grade of 65 or higher) in the area of mathematics as evidenced by Regents passing rate.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	New York State Comprehensive English Regents
Grade 10 ELA	6(ii) School wide measure computed locally	New York State Comprehensive English Regents
Grade 11 ELA	6(ii) School wide measure computed locally	New York State Comprehensive English Regents

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

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

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

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

The New York State Regents exams will be used to determine students' proficiency levels in ELA, with proficiency defined as a passing grade of 65 or higher. There are multiple teachers for this course; thus, after the Regents are administered and scored, school-level data will be analyzed to determine the overall percentage of students who passed the applicable ELA exam. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point effective score with HEDI points increasing or decreasing in correspondence with the actual percentage of students at that grade level achieving proficiency. Grade 9 and 10 teachers will use the school-wide results for grade 11. See attached chart.

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

Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (a passing grade of 65 or higher) in the area of ELA as evidenced by the passing rate on the applicable ELA exam.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (a passing grade of 65 or higher) in the area of ELA as evidenced by the passing rate on the applicable ELA.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the developing range represents some students achieving proficiency (a passing grade of 65 or higher) in the area of ELA as evidenced by the passing rate on the applicable ELA exam.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (a passing grade of 65 or higher) in the area of ELA as evidenced by the passing rate on the applicable ELA exam.

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other courses/subjects	6(ii) School wide measure computed locally	North Colonie locally developed assessments for each specific course and grade

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 North Colonie locally developed summative assessment will be given at the end of each course to determine students' proficiency (defined as a passing grade of 65 or higher) levels in that course. There are multiple teachers per grade level for these courses; thus, after the post assessments are administered and scored, school-level data will be analyzed to determine the overall percentage of students proficient in that course as evidenced by the summative assessment. In order to assign HEDI scores, we will set a district benchmark of 80% of students attaining proficiency as a 13 point effective score with HEDI points increasing or decreasing in correspondence with the actual percentage of students at that grade level achieving proficiency. See attached chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as a passing grade of 65 or higher) as evidenced by the passing rate on the applicable summative assessment.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (defined as a passing grade of 65 or higher) as evidenced by the passing rate on the applicable summative assessment.

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

Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as a passing grade of 65 or higher) as evidenced by the passing rate on the applicable summative assessment.

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

Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (defined as a passing grade of 65 or higher) as evidenced by the passing rate on the applicable summative assessment.

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

(No response)

### 3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/130110-y92vNseFa4/local 20 conversion revised.docx

### 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.

N/A

### 3.15) Teachers with More Than One Locally Selected Measure

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

If educators have more than one applicable local measure of student achievement, the measures will each earn a score of 0--20 points or 0--15 points which will be weighted proportionally based on the number of students in each local achievement measure. Normal rounding rules will apply.

### 3.16) Assurances

Please check all of the boxes below:

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

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

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, April 08, 2014

### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

4.1) Teacher Practice Rubric   Rubric	Marshall's Teacher Evaluation Rubric
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]	31
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

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

### 4.5) Process for Assigning Points and Determining HEDI Ratings

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

Tenured teachers will have one announced, formal observation (two such observations for untenured teachers), followed by a minimum of three to a maximum of five unannounced observations. The formal observation report will list strengths and areas for improvement rooted in domains B and C (classroom management and delivery of instruction) of the Marshall Rubric . The post observation conference will involve a discussion of the lesson based on the rubric and an opportunity for teachers to bring artifacts/be prepared to discuss further dimensions of B and C as part of the ongoing dialogue to inform the end of the year evaluation. At the end

of the post-observation conference, teachers will have documented rating for Domain B and Domain C. Each time the domain is observed it will be rated, and then the score will be assigned at the conclusion of the year after a review of all evidence collected and observed. A formal conference between teacher and administrator to review the unannounced observations in light of rubrics B and C will be scheduled after the third unannounced observation. At this conference, teachers can again share any additional relevant artifacts and the teacher and the evaluator will discuss the evidence from the observations and the impact of those unannounced observations on the rating of the subdomains from the initial, announced formal observation. Within two weeks of the post-observation conference, teachers will receive the revised rubric B and C which shows the ratings of each of the subdomains and the corresponding score. In accordance with the rubric, raw scores will range from 10—40 points. Each subdomain will be rated on a 1-4 scale. Those scores will then be converted to a range of 0—31 points using the attached conversion chart. Additionally, those teaching standards not addressed in classroom observations will be assessed using the Marshall rubric domains A, D, E, and F (planning and preparation for learning; monitoring, assessment, and follow-up; family and community outreach; professional responsibilities). These 29 points shall be assessed through a structured review of teacher artifacts/evidence and the professional contribution log. At the end of the year, these Domains D, E, and F will be assessed through the submission of the professional responsibilities documentation log. Teachers will earn a maximum of 17 points based upon the activities undertaken and their alignment to each of the subdomains identified. A mid-point check in will occur by February 15th. At the check-in meeting, the teacher and the supervisor will review the professional responsibilities documentation log and corresponding evidence to discuss progress toward achieving the subdomains from the Marshall Rubric. The final professional responsibilities documentation log will be due to the lead evaluator by May 15th. A teacher whose actions/evidence ( as shown in the professional responsibilities documentation log and throughout ongoing review with the lead evaluator) demonstrates attainment of effectiveness of all subdomains will earn the full 17 points. The point conversion will continue as follows: failing to attain effectiveness in one subdomain will earn 16 points, failing to attain effectiveness in two subdomains will earn 15 points, and so on until a teacher who completes 1 will earn 3 points and a teacher who completes none will earn 0 points. Each subdomain will be rated according to the four HEDI categories, but only ratings of effective and highly effective will earn one point for each of the subdomains. Furthermore, teachers will be asked to choose 6 subdomains from Domain A which will become the primary basis of the 12 points "expected professional responsibilities." Throughout the year, teachers will have the opportunity to provide updates and artifacts for these 6 subdomains in conversations following observations and through other informal interactions with their supervisors. By February 15th, all teachers will have the opportunity to meet with their supervisors to review progress toward attainment of the six subdomains. At that point, the supervisor will share the ratings for each of the subdomains and will identify any subdomains that fall below the effective level and will require additional artifacts/evidence sharing prior to June 1st. For the 12 points allotted to "expected professional responsibilities," administrators will score the identified subdomains of Domain A of the Marshall rubric using the following methodology:  Any subdomain that is ranked highly effective earns 4 points.  Any subdomain that is ranked effective earns 3 .5 points.  Any subdomain that is ranked improvement necessary earns 2.5 points  Any subdomain ranked does not meet standards earns 0 points. A maximum of 24 points is possible. The administrator will take the point total from above and divide by 2 in order to arrive at the score out of 12. (Standard rounding rules apply. ) At the end of the year, this score will be added to the 17 possible points earned through a review of the professional responsibilities log for a maximum of 29 points. When added to the points earned through the classroom observation process, this will total a maximum of 60 possible points. In the end, when the total from this section is added to the total out of 40 based on student performance measures, the result will be a final composite score out of 100, expressed as a whole number. For each part of the scoring process, all subdomains of the rubric that are observed will be rated. This evidence will be used at the end of the year to assign the final score for each part of the scoring process.

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

assets/survey-uploads/12179/1022541-eka9yMJ855/Observation Point Conversion\_1.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.	Based on the district's goals and priorities, the teacher exceeds the level of performance expected as assessed by the Marshall rubric.
Effective: Overall performance and results meet NYS Teaching Standards.	Based on the district's goals and priorities, the teacher meets the level of performance expected as assessed by the Marshall rubric.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Based on the district's goals and priorities, the teacher needs improvement in order to meet the level of performance expected as assessed by the Marshall rubric.

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Ineffective: Overall performance and results do not meet NYS Teaching Standards.

Based on the district's goals and priorities, the teacher does not meet the level of performance expected as assessed by the Marshall rubric.

Provide the ranges for the 60-point scoring bands.

Highly Effective	55--60
Effective	45--54
Developing	39--44
Ineffective	0--38

#### 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	5
Enter Total	7

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	3
Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, February 18, 2014

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	55--60
Effective	45--54
Developing	39--44
Ineffective	0--38

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**  
**14-15**  
**Ranges determined locally--see above**

**91-100**  
**Effective**  
**10-21**  
**8-13**  
**75-90**  
**Developing**  
**3-9**  
**3-7**  
**65-74**  
**Ineffective**  
**0-2**  
**0-2**  
**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Tuesday, April 01, 2014

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/130129-Df0w3Xx5v6/TIP form.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:

All appeals must be submitted in writing no later than 15 calendar days of the date when the teacher receives his or her annual professional performance review. If a teacher is challenging the issuance of a teacher

improvement plan, appeals must be filed within 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. Appeals are allowed for all grounds listed in Education Law 3012-C except for the implementation of a teacher improvement plan.

When filing an appeal, the teacher must submit to the Superintendent of Schools a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance 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 also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

#### TIMEFRAME FOR DISTRICT RESPONSE

Within 15 calendar days of receipt of an appeal, the school district staff member(s) who issued the performance review or were or are responsible for either the issuance of the teacher's improvement plan must submit to the Superintendent of Schools a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

An appeal will be heard by a committee comprised of two tenured members of N.C.T.A. appointed by the N.C.T.A. president and two tenured members of the administration, appointed by the Superintendent of Schools. Any parties involved in the appeal are ineligible to serve on the committee. The Committee will convene within ten (10) school days of receipt from the Superintendent of the written appeal. The teacher's written appeal, APPR, and evaluating administrator's response (if any) shall comprise the record on appeal. Members of the Committee will receive the appeal record at least 48 hours in advance of the scheduled meeting.

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

- a. The Committee will evaluate the merits of the appeal based on review of submitted written documentation.
- b. If the Committee comes to consensus and is in agreement on whether the appeal should be denied or granted, a single written determination shall be prepared and issued. This determination shall be provided to the appealing teacher, evaluating administrator, Association president, and the Superintendent of Schools within three (3) school days of the meeting of the Committee. If the consensus of the committee is to uphold the evaluation rating, the teacher shall have the right within ten school days of receipt of the decision to submit a written appeal of such decision directly to the Superintendent of Schools. The Superintendent of Schools shall review the written appeal and render a final and binding verdict within ten school days of receipt of the teacher's appeal.
- c. If the Committee cannot reach consensus, the matter shall be referred to the Superintendent of Schools immediately following the meeting of the Committee. Each member of the Committee (individually or jointly with another member) may submit to the Superintendent within three (3) business days of the meeting of the Committee a written statement describing his or her conclusions, justifications, and recommendation for disposition of the appeal. Any Committee Member statements submitted shall not be disclosed to either the appealing teacher or evaluating administrator. The Superintendent of Schools and the N.C.T.A. president will review all statements and the record on appeal. The Superintendent shall make the final determination in writing within ten (10) business days of the Committee's notice that it could not reach a determination or, if applicable, within ten (10) business days of the Superintendent's receipt of any written Committee statements referenced above. Copies of the Superintendent's determination shall be provided to the appealing teacher, evaluating administrator and Association president. The Superintendent's decision shall be final and binding in all respects.

## 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 have been trained and that all lead evaluators have been trained in accordance with this regulation. The district will utilize Captial Region BOCES Network Team evaluator and lead evaluator training in accordance with SED procedures and processes. In addition, lead evaluators will participate in training on use of the Marshall rubric. Lead evaluator training will focus on:

- 1) The New York State teaching standards, and their related elements and performance indicators

- 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 rubric, including training on the effective application of such rubrics to observe a teacher's practice;
- 5) Application and use of any assessment tools that the school district utilizes to evaluate its classroom teachers including but not limited to, structured portfolio reviews; professional growth goals etc.;
- 6) Application and use of any locally selected measures of student achievement used by the district 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 overall rating and their subcomponent ratings; and
- 9) Specific considerations in evaluating teachers 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. 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 Capital Region BOCES Network Team. 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 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 District will devote a minimum of ten hours annually for purposes of continued growth, as well as inter-rater reliability of evaluators over time.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Tuesday, February 18, 2014

## Page 1

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

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

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

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

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

K-6
7-8
9-12

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

Please check the boxes below:

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

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/courses(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3<sup>rd</sup> party assessments

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

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

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

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

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

(No response)

## 7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in 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.

None

### 7.5) Principals with More Than One Growth Measure

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

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

### 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Monday, March 24, 2014

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

**In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of 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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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	North Colonie district-developed summative assessments for K, 1, and 2 ELA and mathematics
7--8	(d) measures used by district for teacher evaluation	North Colonie district-developed summative assessments for grades 7 and 8 foreign language, science, and social studies
9--12	(d) measures used by district for teacher evaluation	New York State Comprehensive English Regents, United States History and Government Regents, Global History and Geography Regents, Living Environment Regents, and Integrated and Common Core Algebra I Regents

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>A North Colonie district-developed summative assessment will be given at the end of each K, 1, and 2 to determine students' proficiency (defined as a score of 65% or higher) levels in ELA and mathematics at the elementary level and science, social studies, and foreign language at the junior high school level. At the high school level, students' proficiency (defined as a score of 65 or higher) will be measured by Regents exams in Algebra I, Living Environment, Global History and Geography, United States History, and Comprehensive English. For Algebra I, students will take both the Integrated and Common Core Regents. The higher of the two scores will be used. After the post assessments are administered and scored, building-level data will be analyzed to determine the overall percentage of students proficient at the particular grade level as evidenced by</p>
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the summative assessment. In order to assign HEDI scores, for the principals, we will average the percentage of students from their assigned building proficient on each exam and we will set 80% as an effective performance and differentiate HEDI categories as per attached table .

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

Based on district –determined targets, a score in the highly effective range represents a large majority of students achieving proficiency (defined as a score of 65 or higher) on the North Colonie district-developed summative assessment for the grade level or applicable New York State Regents.

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

Based on district –determined targets, a score in the effective range represents a majority of students achieving proficiency (defined as a score of 65 or higher) on the North Colonie district-developed summative assessment for the grade level or applicable New York State Regents.

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

Based on district –determined targets, a score in the developing range represents some students achieving proficiency (defined as a score of 65 or higher) on the North Colonie district-developed summative assessment for the grade level or applicable New York State Regents.

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

Based on district –determined targets, a score in the ineffective range represents few students achieving proficiency (defined as a score of 65 or higher) on the North Colonie district-developed summative assessment for the grade level or applicable New York State Regents.

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

(No response)

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

assets/survey-uploads/12190/1022545-qBFVOWF7fC/Local Achievement Measures FOR PRINCIPALS.docx

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

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

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

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

(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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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
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Describe the district-adopted expectations for the level of growth or achievement needed for a principal to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a principal to earn any of the points in a scoring range, consistent with regulations and assurances.

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

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

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in 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.

None

### 8.4) Principals with More Than One Locally Selected Measure

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

(No response)

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013  
Updated Monday, March 17, 2014

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## Page 1

### 9.1) Principal Practice Rubric

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

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

## 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

The district shall use the Marshall Principal Evaluation Rubric for the principal evaluation as the basis for the 60 points allocated to measures of leadership and management. The lead evaluator's assessment will be based on at least three (3) visits of 30 minutes or more to the school.

Of these visits, two will be announced site visits while school is in session. At least one additional unannounced visit will also occur. The first announced site visit is to be completed by February 1, followed by a mid-year conference no later than the February winter break. During the follow-up conference the principal will be provided feedback by the lead evaluator based on the announced site visit and will receive an interim evaluation of effectiveness based upon the Marshall Rubric.

Each assessed element of the six domains of the Marshall Rubric shall be assigned a point value as follows:

Ineffective = 1.0  
 Developing = 2.0  
 Effective = 3.0  
 Highly Effective = 4.0

The assessed elements in each domain will then be added together to determine the average for that domain. The final for each element is based on all of the evidence collected and observed over the course of the school year. Each of the six domains will then be added together and then averaged to determine an overall rubric score. This overall rubric score will be converted to a 60 point distribution as follows:

Level Overall Average Rubric Score 60 point distribution for composite

Ineffective 1-1.4 0-49  
 Developing 1.5-2.4 50-56  
 Effective 2.5-3.4 57-58  
 Highly Effective 3.5-4 59-60

A detailed conversion chart will be attached to convert any rubric score to a specific composite score. When the total from this section is added to the 40 possible points based on student achievement/growth measures, the result will be an overall composite score out of 100, expressed as a whole number.

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/12205/1022546-pMADJ4gk6R/admin conversion.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.	Based on the district's goals and priorities, the principal exceeds the level of performance expected as assessed by the Marshall rubric.
Effective: Overall performance and results meet standards.	Based on the district's goals and priorities, the principal meets the level of performance expected as assessed by the Marshall rubric.
Developing: Overall performance and results need improvement in order to meet standards.	Based on the district's goals and priorities, the principal needs improvement in the level of performance expected as assessed by the Marshall rubric.
Ineffective: Overall performance and results do not meet standards.	Based on the district's goals and priorities, the principal does not the level of performance expected as assessed by the Marshall rubric.

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

### **Tenured Principals**

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

# 10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Monday, March 17, 2014

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

##### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Tuesday, April 01, 2014

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/130269-Df0w3Xx5v6/PIP Form\_1.docx

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The purpose of the APPR is to foster and nurture growth of the principal/administrator in order to maintain a highly qualified and effective work force. The appeal procedures shall provide for the timely and expeditious resolution of the appeal. Appeals are reserved for tenured principals/administrators.

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

#### APPR Subject to Appeal Procedure

Any tenured unit member aggrieved by an APPR rating of ineffective or developing may appeal the APPR. An APPR subjected to a pending appeal shall not be offered in evidence in an Expedited Education Law 3020-a proceeding pursuant to Education Law Section 3012-c until the appeal process has concluded.

#### Grounds for Appeal

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

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

#### Pre-appeal Discussion

With in five (5) business days of the receipt of a principal's APPR, the principal may request in writing to meet with the evaluating administrators. This meeting shall occur within three (3) business days of the principal's request. The purpose of such meeting is for the principal and evaluating administrator to discuss possible changes to the evaluation based upon information provided by the principal by the principal. The evaluating administrator shall advise the principal in writing whether there will be any change in the evaluation either at the meeting within two (2) days of the meeting.

#### Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed in writing within 15 business days after the tenured principal/administrator has received the APPR, or if applicable 10 business days from receipt of the evaluating administrator's response to the pre-appeal discussion. Written notification shall be filed with the superintendent or his/her designee. The written appeal document must clearly identify the grounds for the appeal, and shall explain, in detail, why and how the APPR should be modified. Failure to articulate a particular basis for the appeal shall be deemed a waiver of that claim.

#### Appeals Review Panel

Appeals shall be referred for consideration to a panel. The panel shall be comprised of a reviewer appointed by the president of the North Colonie Administrator Association, one appointed by the superintendent, and a reviewer mutually agreed upon by the association president and superintendent.

Within 15 business days of receipt of an appeal, the lead evaluator may submit a detailed written response to the appeal including all documents or materials that are specific to the point(s) of disagreement and/or relevant to the resolution of the appeal. Material not submitted at the time of the response filing will not be considered in deliberations related to the appeal. The Superintendent will submit this entire record within 5 business days of its receipt to the panel for its deliberation. A copy of this record will also be provided to the appellant at the same time.

The panel will convene within fifteen (15) business days of receipt from the Superintendent of the written appeal. The administrator's written appeal, APPR, and evaluator's written response (if any) shall comprise the record on appeal. Members of the panel will receive the appeal record at least 48 hours in advance of the scheduled meeting.

#### Decision of the Appeal

All panel deliberations will be conducted privately and remain confidential except as required below to further process the appeal:

- The panel will evaluate the merits of the appeal based on review of submitted written documentation
- The panel must come to agreement on whether the appeal should be denied or granted, a single written determination shall be prepared and issued. This determination shall be provided to the appealing principal/administrator, Association president, and the Superintendent of Schools within five (5) calendar days of the meeting of the panel.

The determination of the appeal pursuant to the above process is final and binding and is not subject to appeal or other review.

The appealing principal has the opportunity to submit a written response to the decision for the record.

## 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 have been trained and that all lead evaluators have been trained in accordance with this regulation. The district will utilize Capital Region BOCES Network Team evaluator and lead evaluator training in accordance with SED procedures and processes. In addition, lead evaluators will participate in training on use of the Marshall rubric. Lead evaluator training will focus on:

- 1) The New York State teaching standards, ISLCC Standards, and their related elements and performance indicators
- 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 principal/teacher rubric, including training on the effective application of such rubrics to observe a teacher's practice;
- 5) Application and use of any assessment tools that the school district utilizes to evaluate its classroom teachers or principals including but not limited to, structured portfolio reviews; professional growth goals etc.;
- 6) Application and use of any locally selected measures of student achievement used by the district 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 principal's overall rating and their subcomponent ratings; and
- 9) Specific considerations in evaluating teachers or 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. 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 Capital Region BOCES Network Team. 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 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 District will devote a minimum of ten hours annually to subsequent training. The Capital Region BOCES Network Team will be utilized to provide the initial training as well as the ongoing annual training. 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:

- 
- 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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Friday, April 11, 2014

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/1022549-3Uqgn5g9Iu/North Colonie APPR Declaration Page 4.11.14\\_1.pdf](assets/survey-uploads/12158/1022549-3Uqgn5g9Iu/North Colonie APPR Declaration Page 4.11.14_1.pdf)

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.  
Please save your file types as .doc, .ppt or .xls respectively before uploading.

## HEDI Conversion for SLOs

Target 80%	HEDI Range
	<i><b>Highly Effective: well above district expectations</b></i>
89 and above	20
87-88	19
85-86	18
	<i><b>Effective: meet district expectations</b></i>
84	17
83	16
82	15
81	14
<b>80</b>	<b>13</b>
79-78	12
77-76	11
75-74	10
73-72	9
	<i><b>Developing: below district expectations</b></i>
	8
71-70	7
69-68	6
67-66	5
65	4
64	3
	<i><b>Ineffective: well below district expectations</b></i>
63-62	2
61-60	1
59 and below	0

**HEDI Conversion for Locally Selected Measures**  
**(Assumes New York State Approved Value Added Measure)**

<b>Target 80%</b>	<b>15 point HEDI Range</b>
<b>% Achieving Target</b>	
	<b><i>Highly Effective: well above district expectations</i></b>
89 and above	15
87-88	14
85-86	14
	<b><i>Effective: meet district expectations</i></b>
84	13
83	12
82	11
81	11
<b>80</b>	<b>10</b>
79-78	9
77-76	8
75-74	8
73-72	8
	<b><i>Developing: below district expectations</i></b>
71-70	7
69-68	6
67-66	5
65	4
64	3
63	3
	<b><i>Ineffective: well below district expectations</i></b>
62-61	2
60	1
59 and below	0

## HEDI Conversion for Locally Selected Measures\*

(\*In the case that New York State does not approve a value-added measure.)

Target 80%	20 point HEDI Range
% Achieving Target	
	<i><b>Highly Effective: well above district expectations</b></i>
89 and above	20
87-88	19
85-86	18
	<i><b>Effective: meet district expectations</b></i>
84	17
83	16
82	15
81	14
<b>80</b>	<b>13</b>
79-78	12
77-76	11
75-74	10
73-72	9
	<i><b>Developing: below district expectations</b></i>
71-70	8
69-68	7
67-66	6
65	5
64	4
63	3
	<i><b>Ineffective: well below district expectations</b></i>
62-61	2
60	1
59 and below	0

## LOCALLY SELECTED MEASURES

### 20 POINT Conversion Chart

<b>Target 80%</b>	
<b>% Achieving Target</b>	<b>HEDI Range</b>
	<b><i>Highly Effective: well above district expectations</i></b>
93 and above	20
91--92	19
89—90	18
	<b><i>Effective: meet district expectations</i></b>
87-88	17
85-86	16
83-84	15
81-82	14
<b>80</b>	13
79-78	12
77-76	11
75-74	10
73-72	9
	<b><i>Developing: below district expectations</i></b>
71-70	8
69-68	7
67-66	6
65	5
64	4
63-62	3
	<b><i>Ineffective: well below district expectations</i></b>
61-60	2
59--58	1
57 and below	0

### Observation Point Conversion

Observation Raw Score (Maximum 40 points)	Converted Score (Maximum 31 points)
<b>Highly Effective</b>	<b>Highly Effective</b>
40	31
39	31
38	31
37	30
36	30
<b>Effective</b>	<b>Effective</b>
35	29
34	29
33	28
32	27
31	26
30	26
29	25
28	24
27	24
26	24
<b>Developing</b>	<b>Developing</b>
25	23
24	22
23	21
22	20
21	19
20	18
19	17
18	16
17	15
16	15
15	15
<b>Ineffective</b>	<b>Ineffective</b>
14	14
13	10
12	6
11	3
10	0

## Teacher Improvement Plan

Name of Teacher \_\_\_\_\_

School Building \_\_\_\_\_ Academic Year \_\_\_\_\_

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

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Lead Evaluator 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. The lead evaluator and teacher shall sign this summary with the opportunity for the teacher to attach comments.



LOCAL ACHIEVEMENT MEASURES FOR PRINCIPALS (15 PTS. OR 20 PTS.)

Conversion for Administrative Local 20

Target 80%	20 point HEDI Range	15 point HEDI Range
% Achieving Target		
	<b><i>Highly Effective: well above district expectations</i></b>	<b><i>Highly Effective: well above district expectations</i></b>
89 and above	20	15
87-88	19	14
85-86	18	14
	<b><i>Effective: meet district expectations</i></b>	<b><i>Effective: meet district expectations</i></b>
84	17	13
83	16	12
82	15	11
81	14	11
<b>80</b>	<b>13</b>	<b>10</b>
79-78	12	9
77-76	11	9
75-74	10	8
73-72	9	8
	<b><i>Developing: below district expectations</i></b>	<b><i>Developing: below district expectations</i></b>
71-70	8	7
69-68	7	6
67-66	6	5
65	5	4
64	4	3
63	3	3
	<b><i>Ineffective: well below district expectations</i></b>	<b><i>Ineffective: well below district expectations</i></b>
62-61	2	2
60	1	1
59 and below	0	0

<b>Level</b>	<b>Overall rubric average score</b>	<b>60 point distribution for composite</b>
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

**Rubric Score Conversion Chart**

<b>Total Average Rubric Score</b>	<b>Category</b>	<b>Conversion score for composite</b>
	<b>Ineffective 0-49</b>	
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39

1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

NOTE: The rubric scores listed are the minimum values needed to receive a corresponding HEDI score. Standard rounding rules apply except in those cases where rounding would result in a movement into a different HEDI category.

# Principal Improvement Plan

Name of Principal \_\_\_\_\_

School Building \_\_\_\_\_ Academic Year \_\_\_\_\_

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

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent/Assistant 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. The lead evaluator and principal shall sign this summary 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.

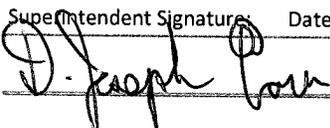
The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the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

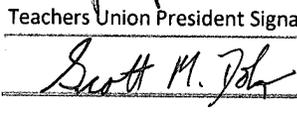
**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

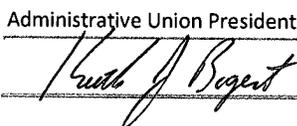
- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next 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

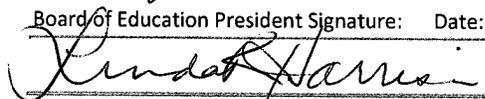
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators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

**Signatures, dates**

Superintendent Signature: Date:  
 4/11/14

Teachers Union President Signature: Date:  
 4/11/14

Administrative Union President Signature: Date:  
 4/11/14

Board of Education President Signature: Date:  
 4/11/14