



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

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

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

February 25, 2014

Revised

Dr. Douglas W. Huntley, Superintendent
Queensbury Union Free School District
429 Aviation Road
Queensbury, NY 12804

Dear Superintendent Huntley:

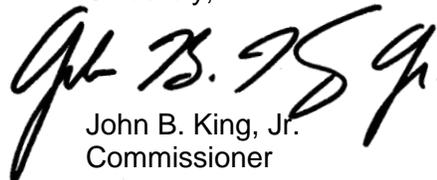
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Monday, December 02, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 630902030000

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

630902030000

1.2) School District Name: QUEENSBURY UFSD

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

QUEENSBURY UFSD

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 Thursday, February 20, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	3rd Grade State Assessment in ELA
1	School-or BOCES-wide, group or team results based on State assessments	3rd Grade State Assessment in ELA
2	School-or BOCES-wide, group or team results based on State assessments	3rd Grade State Assessment in ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

For grades K-2, the teachers will receive a school-wide score based on 3rd grade State Assessment scores for ELA. The target is set so that 80% of all 3rd grade students will receive the targeted score. The target is set by the principal with input from the teachers. The type of target being set is classwide for 3rd grade teacher's scores and then as a whole grade level for the K-2 teachers' scores. For third grade teachers, the expectation is the same (80% of students in the teacher's class will meet the targeted score); however, it is based on each individual teacher's students only. K- 2 teachers will receive a school-wide score based on the percentage of students who meet the target. Grade 3 teachers will receive a HEDI score based on the percentage of the teacher's students who meet the target.

The baseline data used to set the target for third grade is the previous year's scores for third grade and the current year's third grade scores on the Diagnostic Reading Assessment. A teacher will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	93-100
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-92
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	17-50
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-16

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	School-or BOCES-wide, group or team results based on State assessments	3rd Grade State Assessment in Math
1	School-or BOCES-wide, group or team results based on State assessments	3rd Grade State Assessment in Math
2	School-or BOCES-wide, group or team results based on State assessments	3rd Grade State Assessment in Math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

For grades K-2, the teachers will receive a school-wide score based on 3rd grade State Assessment scores for MATH. The target is set so that 80% of all 3rd grade students will receive the targeted score. The target is set by the principal with input from the teachers. The type of target being set is classwide for 3rd grade teacher's scores and then as a whole grade level for the K-2 teachers' scores. For third grade teachers, the expectation is

the same (80% of students in the teacher's class will meet the targeted score); however, it is based on each individual teacher's students only. K- 2 teachers will receive a school-wide score based on the percentage of students who meet the target. Grade 3 teachers will receive a HEDI score based on the percentage of the teacher's students who meet the target.

The baseline data used to set the target for third grade is the previous year's scores for third grade and the current year's third grade scores on the first Common Core math module assessment.

A teacher will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	93-100
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-92
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	17-50
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-16

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Queensbury-District Developed Science 6 assessment
7	District, regional or BOCES-developed assessment	Queensbury-District Developed Science 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	For all three grades, a target will be set so that 80% of all students will be expected to meet the target. A district developed
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.

assessment will be administered in May as a summative measure of growth for grades 6 and 7. The State science assessment will be used as a summative measure for 8th grade science.

A teacher will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.

The building principal sets and approves the growth targets. The targets are class-wide and baseline data is set with a pre-test given in the fall.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	93-100
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-92
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	17-50
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-16

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Queensbury-District Developed Social Studies 6 assessment
7	District, regional or BOCES-developed assessment	Queensbury-District Developed Social Studies 7 assessment
8	District, regional or BOCES-developed assessment	Queensbury-District Developed Social Studies 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.

For all three grades, a target will be set so that 80% of all students will be expected to meet the target. A district developed assessment will be administered in May as a summative measure of growth.

A teacher will earn one of the four HEDI categories. Targets are

set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.

The building principal sets and approves the growth targets. The targets are class-wide and baseline data is set with a pre-test given in the fall.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	93-100
Effective (9 - 17 points) Results meet District goals for similar students.	51-92
Developing (3 - 8 points) Results are below District goals for similar students.	17-50
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-16

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	School-/BOCES-wide group/team results based on State assessments	American History Regents Exam

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.

For the Global 1 Regents course, the teachers will be taking a group score based on the results of the American History Regents exam. The Global 1 teachers will have their HEDI scores based on the school-wide percentage of students meeting their existing targets for the American History Regents.

For the Global 2 Regents course, the Global 2 Regents will be used as the summative assessment for that course. For American History, the summative assessment will be the American History Regents exam. Targets for the social studies Regents courses will be established to show growth. The expectation is that 80% of the teachers' students as a class average will meet the target. If 80% of all the teachers' students as a class average meet the target, the teacher will receive a score of 14. The scoring ranges will then be divided in increments so that a teacher who has 100% of students as a class average reaching the target will receive a score of 20. And a teacher who has 0-5% as a class average reaching the target will score 0 points. See the uploaded file for how the scores are distributed.

A teacher will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective. For global I, HEDI points will be assigned based on a school-wide percentage of students who meet their growth target.

The building principal sets and approves the growth targets. The targets are class-wide and baseline data is set with a pre-test given in the fall.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	93-100
Effective (9 - 17 points) Results meet District goals for similar students.	51-92
Developing (3 - 8 points) Results are below District goals for similar students.	17-50
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-16

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For each of the four HS science courses that end in a Regents exam, targets will be set to show growth over the course of the year and it is expected that 80% of the students will meet a set target.</p> <p>A teacher will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.</p> <p>The building principal sets and approves the growth targets. The targets are class-wide and baseline data is set with a pre-test given in the fall.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>93-100</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>51-92</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>17-50</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>0-16</p>

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.	For each of the three HS math courses that end in a Regents exam, targets will be set to show growth over the course of the year, and it is expected that 80% of the students will meet the set target.
	A teacher will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.
	The building principal sets and approves the growth targets. The targets are class-wide and baseline data is set with a pre-test given in the fall.
	Our district administers the NYS Integrated Algebra Regents in addition to the NYS Common Core Algebra Regents exam to students in Common Core courses. Teachers will use the higher of the two assessment scores for APPR purposes.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	93-100
Effective (9 - 17 points) Results meet District goals for similar students.	51-92
Developing (3 - 8 points) Results are below District goals for similar students.	17-50
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-16

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	School-/BOCES-wide group/team results based on State assessments	Grade 11 Comprehensive English Regents assessment
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	Grade 11 Comprehensive English Regents assessment
Grade 11 ELA	Regents assessment	Grade 11 Comprehensive English Regents assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For grades 9 and 10 ELA, the target is a team score based on the 11th grade ELA Comprehensive Regents exam for those teachers who have 50% of students in those courses (SLO rules). Grade 9 and 10 ELA teachers will have their HEDI scores based on the school-wide percentage of students who meet the target for the NYS Comprehensive English Regents.</p>
	<p>A teacher will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.</p>
	<p>For grade 11, the building principal sets and approves the growth targets. The targets are class-wide and baseline data is set with a pre-test given in the fall. HEDI scores will be based on the percentage of students in the teacher's class who meet or exceed the growth target.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>93-100</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>51-92</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>17-50</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>0-16</p>

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
K-3 librarian	School/BOCES-wide/group/team results based on State	New York State 3rd Grade ELA assessment
4-5 librarian	School/BOCES-wide/group/team results based on	New York State 4 & 5 ELA assessments

	State	
K-3 ELA Academic Intervention services teachers	School/BOCES-wide/group/team results based on State	New York State 3rd Grade ELA assessment
4-5 ELA Academic Intervention services teachers	School/BOCES-wide/group/team results based on State	New York State 4 & 5 ELA assessments
Grade 4 and 5 math academic intervention services	School/BOCES-wide/group/team results based on State	New York State 4th and 5th grade Math Assessments
K-3 resource room teachers	School/BOCES-wide/group/team results based on State	New York State Assessments in 3rd grade ELA and math
4-5 resource room teachers	School/BOCES-wide/group/team results based on State	New York State Assessments in 4th and 5th grade ELA and math
6-8 resource room teachers	School/BOCES-wide/group/team results based on State	New York State Assessments in 6th, 7th and 8th grade ELA and math
9-12 resource room teachers	School/BOCES-wide/group/team results based on State	New York State Regents exam in 11th Grade Comprehensive ELA
K-2 self-contained special education teachers	School/BOCES-wide/group/team results based on State	New York State 3rd Grade ELA and math assessments
3rd grade self-contained special education teacher	State Assessment	NYSAA
4-12 self-contained special education classes	State Assessment	NYSAA
K-3 art, music and PE	School/BOCES-wide/group/team results based on State	State ELA and Math 3rd grade assessments
4-5 art, music and PE	School/BOCES-wide/group/team results based on State	State ELA and Math 4th and 5th grade and 4th grade science assessments
6-8 art, music, career and consumer science, health and PE	School/BOCES-wide/group/team results based on State	State ELA assessments for grades 6, 7, and 8
9-12 ELA electives (12th grade ELA, creative writing, Adirondack Literature, and AP Courses), art, music, PE, business, technology, foreign language	School/BOCES-wide/group/team results based on State	State 11th grade ELA Comprehensive Regents exam
9-12 science electives: forensics, anatomy, environmental science	School/BOCES-wide/group/team results based on State	State Regents exam in Earth Science
9-12 electives: consumer math, applied math, AP calculus	School/BOCES-wide/group/team results based on State	State Regents exams in geometry
9-12 social studies electives: psychology, global ethics, AP courses	School/BOCES-wide/group/team results based on State	State Regents exam in American History
8th grade Regents algebra course	State Assessment	State Regents exam in algebra-both Common Core and Integrated Algebra

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.

For all courses that do not end with a specific State assessment in ELA or math for grades 3-8 or a specific Regents exam in grades 8-12, teachers will have a school-wide or team score. Each score will be given to a teacher based on specific targets set using State exams or Regents exams as indicated above. These targets are set based on the same targets set for teachers who have individual scores based on the same State assessments or Regents exams.

Special Education teachers who have students whose IEPs indicate Alternative Assessments will have targets set so that 80% of the students meet the target.

8th grade math teachers all teach Regents level algebra. For as long as the ESEA waiver is in effect, the 8th grade math students will all take the NYS Algebra I Regents assessments. These teachers will have the same target for growth using the Regents exam in algebra. Our district administers the NYS Integrated Algebra Regents in addition to the NYS Common Core Algebra Regents exam to students in Common Core courses. Teachers will use the higher of the two assessment scores for APPR purposes.

A teacher will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.

The building principal sets and approves the growth targets. The targets are class-wide and baseline data is set with a pre-test given in the fall.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	93-100
Effective (9 - 17 points) Results meet District goals for similar students.	51-92
Developing (3 - 8 points) Results are below District goals for similar students.	17-50
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-16

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.

assets/survey-uploads/12186/821286-TXEttx9bQW/HEDI Scoring Table 0-20.docx

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.

At this time the district does not have any adjustments, controls or other special considerations that will be used for setting targets for growth measures.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, February 24, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	State 4th and 5th grade ELA, math and 4th grade science assessments
5	6(ii) School wide measure computed locally	State 4th and 5th grade ELA, math and 4th grade science assessments
6	6(ii) School wide measure computed locally	State 6th, 7th and 8th grade ELA, 6, and 7th grade math, Regents Integrated or Common Core Algebra Regents Exam and 8th grade

		science assessments
7	6(ii) School wide measure computed locally	State 6th, 7th and 8th grade ELA, 6, and 7th grade math, Regents Integrated or Common Core Algebra Regents Exam and 8th grade science assessments
8	6(ii) School wide measure computed locally	State 6th, 7th and 8th grade ELA, 6, and 7th grade math, Regents Integrated or Common Core Algebra Regents Exam and 8th grade science assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

Locally selected measures for grades 4 and 5 ELA will come from a school wide measure computed locally using the State assessments listed above. An achievement target will be set based on a combination of scores on each State assessment. HEDI points will be assigned based on the school-wide percentage of students who meet the achievement target.

The locally selected measures for grades 6,7, and 8 ELA will come from a school wide measure computed locally. A target will be set based on the State assessments listed above. A target will be set based on this combination of assessments. For the algebra portion of the score, all 8th grade students will take both the Integrated and the Common Core algebra Regents exams and the higher score will be used for APPR purposes. For as long as the ESEA waiver is in effect, 8th grade math students will only take NYS algebra I Regents assessments. Our district requires all 8th grade students to take Algebra.

A teacher will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 95-100% of students meet the target, the score is from 14 or 15 divided equally (see the uploaded chart), and the rating is highly effective. If 58-94% of students meet the target, the score is from 8 to 13 divided equally (see the uploaded chart), and the rating is effective. If 22-57% of students meet the target, the score is from 3 to 7 divided equally (see the uploaded chart), and the rating is developing. If 0-21% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.

The process for establishing targets has been locally negotiated. The target is determined by a committee of teachers, the building principal and the deputy superintendent.

In the event that value added is not instituted, the HEDI scoring will be as follows:

If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the

rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	95-100- see upload for 20 point ranges
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	58-94- see upload for 20 point ranges
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	22-57- see upload for 20 point ranges
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-21- see upload for 20 point ranges

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	State 4th and 5th grade ELA, math and 4th grade science assessments
5	6(ii) School wide measure computed locally	State 4th and 5th grade ELA, math and 4th grade science assessments
6	6(ii) School wide measure computed locally	State 6th, 7th and 8th grade ELA, 6, and 7th grade math, Regents Integrated or Common Core Algebra Regents Exam and 8th grade science assessments
7	6(ii) School wide measure computed locally	State 6th, 7th and 8th grade ELA, 6, and 7th grade math, Regents Integrated or Common Core Algebra Regents Exam and 8th grade science assessments
8	6(ii) School wide measure computed locally	State 6th, 7th and 8th grade ELA, 6, and 7th grade math, Regents Integrated or Common Core Algebra Regents Exam and 8th grade science assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Locally selected measures for grades 4 and 5 math will come from a school wide measure computed locally using the State assessments listed above. An achievement target will be set based on a combination of scores on each State assessment.
--	--

HEDI points will be assigned based on the school-wide percentage of students who meet the achievement target.

The locally selected measures for grades 6,7, and 8 math will come from a school wide measure computed locally. A target will be set based on the State assessments listed above. A target will be set based on this combination of assessments. For the algebra portion of the score, all 8th grade students will take both the Integrated and the Common Core algebra Regents exams and the higher score will be used for APPR purposes. Our district requires all 8th grade students to take Algebra.

A teacher will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 95-100% of students meet the target, the score is from 14 or 15 divided equally (see the uploaded chart), and the rating is highly effective. If 58-94% of students meet the target, the score is from 8 to 13 divided equally (see the uploaded chart), and the rating is effective. If 22-57% of students meet the target, the score is from 3 to 7 divided equally (see the uploaded chart), and the rating is developing. If 0-21% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.

In the event that value added is not instituted, the HEDI scoring will be as follows:

If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.

The process for establishing targets has been locally negotiated. The target is determined by a committee of teachers, the building principal and the deputy superintendent.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	95-100- see upload for 20 point ranges
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	58-94- see upload for 20 point ranges
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	22-57- see upload for 20 point ranges
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-21- see upload for 20 point ranges

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.

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

Growth or achievement measure(s) from these options.

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
1	4) State-approved 3rd party assessments	STAR Reading Enterprise
2	4) State-approved 3rd party assessments	STAR Reading Enterprise
3	4) State-approved 3rd party assessments	STAR Reading Enterprise

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>For grade K-3 ELA, all students will be given the appropriate STAR assessment as listed above. A target will be set for each grade level. The expectation is that 80% of students will meet the target. The process for assigning HEDI categories is for all targets to be set at 80% achievement. This means that 80% of all students will need to meet an achievement targeted benchmark.</p> <p>A teacher will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.</p> <p>The process for establishing targets has been locally negotiated. The target is determined by a committee of teachers, the building principal and the deputy superintendent.</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>93-100</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>51-92</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17-50</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-16</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	4) State-approved 3rd party assessments	STAR Early Literacy Enterprise
1	4) State-approved 3rd party assessments	STAR Math Enterprise
2	4) State-approved 3rd party assessments	STAR Math Enterprise
3	4) State-approved 3rd party assessments	STAR Math Enterprise

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For grade K-3 math, all students will be given the appropriate STAR assessment as listed above. A target will be set for each grade level. The expectation is that 80% of students will meet the target. The process for assigning HEDI categories is for all targets to be set at 80% achievement. This means that 80% of all students will need to meet an achievement targeted benchmark.</p> <p>A teacher will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.</p> <p>The process for establishing targets has been locally negotiated. The target is determined by a committee of teachers, the building principal and the deputy superintendent.</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>93-100</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>51-92</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17-50</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-16</p>

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	State 6th, 7th and 8th grade ELA, 6, and 7th grade math, Regents Integrated or Common Core Algebra Regents Exam and 8th grade science assessments
7	6(ii) School wide measure computed locally	State 6th, 7th and 8th grade ELA, 6, and 7th grade math, Regents Integrated or Common Core Algebra Regents Exam and 8th grade science assessments
8	6(ii) School wide measure computed locally	State 6th, 7th and 8th grade ELA, 6, and 7th grade math, Regents Integrated or Common Core Algebra Regents Exam and 8th grade science assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The locally selected measures for grades 6,7, and 8 science will come from a school wide measure computed locally. An achievement target will be set based on the State assessments listed above. A target will be set based on this combination of assessments. For the algebra portion of the score, all 8th grade students will take both the Integrated and the Common Core algebra Regents exams and the higher score will be used for APPR purposes.</p> <p>A teacher will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.</p> <p>The process for establishing targets has been locally negotiated. The target is determined by a committee of teachers, the building principal and the deputy superintendent.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93-100
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-92
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17-50

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

0-16

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	State 6th, 7th and 8th grade ELA, 6, and 7th grade math, Regents Integrated or Common Core Algebra Regents Exam and 8th grade science assessments
7	6(ii) School wide measure computed locally	State 6th, 7th and 8th grade ELA, 6, and 7th grade math, Regents Integrated or Common Core Algebra Regents Exam and 8th grade science assessments
8	6(ii) School wide measure computed locally	State 6th, 7th and 8th grade ELA, 6, and 7th grade math, Regents Integrated or Common Core Algebra Regents Exam and 8th grade science assessments

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

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

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

The locally selected measures for grades 6,7, and 8 social studies will come from a school wide measure computed locally. An achievement target will be set based on the State assessments listed above. A target will be set based on this combination of assessments. For the algebra portion of the score, all 8th grade students will take both the Integrated and the Common Core algebra Regents exams and the higher score will be used for APPR purposes.

A teacher will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.

The process for establishing targets has been locally negotiated. The target is determined by a committee of teachers, the building principal and the deputy superintendent.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93-100
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-92
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17-50
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-16

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	Regents exams in earth science, geometry, Comprehensive ELA, US History, and global studies
Global 2	6(ii) School wide measure computed locally	Regents exams in earth science, geometry, Comprehensive ELA, US History, and global studies
American History	6(ii) School wide measure computed locally	Regents exams in earth science, geometry, Comprehensive ELA, US History, and global studies

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.	<p>All high school teachers will have a local measure based on the five Regents exams noted above. The process for assigning HEDI categories is for all targets to be set at 80% of students reaching a specific target for achievement as a school-wide score.</p> <p>A teacher will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart),</p>
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and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.

The process for establishing targets has been locally negotiated. The target is determined by a committee of teachers, the building principal and the deputy superintendent.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93-100
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-92
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17-50
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-16

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	Regents exams in earth science, geometry, Comprehensive ELA, US History, and global studies
Earth Science	6(ii) School wide measure computed locally	Regents exams in earth science, geometry, Comprehensive ELA, US History, and global studies
Chemistry	6(ii) School wide measure computed locally	Regents exams in earth science, geometry, Comprehensive ELA, US History, and global studies
Physics	6(ii) School wide measure computed locally	Regents exams in earth science, geometry, Comprehensive ELA, US History, and global studies

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.	All high school teachers will have a local measure based on the five Regents exams noted above. The process for assigning HEDI categories is for all targets to be set at 80% of students reaching a specific target for achievement as a school-wide
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score.

A teacher will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.

The process for establishing targets has been locally negotiated. The target is determined by a committee of teachers, the building principal and the deputy superintendent.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93-100
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-92
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17-50
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-16

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	Regents exams in earth science, geometry, Comprehensive ELA, US History, and global studies
Geometry	6(ii) School wide measure computed locally	Regents exams in earth science, geometry, Comprehensive ELA, US History, and global studies
Algebra 2	6(ii) School wide measure computed locally	Regents exams in earth science, geometry, Comprehensive ELA, US History, and global studies

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.	All high school teachers will have a local measure based on the five Regents exams noted above. A target will be set based on a combination of these assessments. The process for assigning HEDI categories is for all targets to be set at 80% of students reaching a specific target for achievement as a school-wide score.
	A teacher will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.
	The process for establishing targets has been locally negotiated. The target is determined by a committee of teachers, the building principal and the deputy superintendent.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93-100
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-92
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17-50
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-16

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	Regents exams in earth science, geometry, Comprehensive ELA, US History, and global studies

Grade 10 ELA	6(ii) School wide measure computed locally	Regents exams in earth science, geometry, Comprehensive ELA, US History, and global studies
Grade 11 ELA	6(ii) School wide measure computed locally	Regents exams in earth science, geometry, Comprehensive ELA, US History, and global studies

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.	<p>All high school teachers will have a local measure based on the five Regents exams noted above. A target will be set based on a combination of these assessments. The process for assigning HEDI categories is for all targets to be set at 80% of students reaching a specific target for achievement as a school-wide score.</p> <p>A teacher will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.</p> <p>The process for establishing targets has been locally negotiated. The target is determined by a committee of teachers, the building principal and the deputy superintendent.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93-100
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-92
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17-50
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-16

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
K-3 librarian	4) State-approved 3rd party	STAR Reading and Math Enterprise
4-5 librarians	6(ii) School wide measure computed locally	State 4th and 5th grade ELA, math and 4th grade science assessments
K-3 ELA academic intervention services teachers	6(ii) School wide measure computed locally	STAR Reading and Math Enterprise
4-5 ELA academic intervention services teachers	6(ii) School wide measure computed locally	State 4th and 5th grade ELA, math and 4th grade science assessments
4-5 math academic intervention services teachers	6(ii) School wide measure computed locally	State 4th and 5th grade ELA, math and 4th grade science assessments
K-3 resource room teachers	4) State-approved 3rd party	STAR Reading and Math Enterprise
4-5 resource room teachers	6(ii) School wide measure computed locally	State 4th and 5th grade ELA, math and 4th grade science assessments
6-8 resource room teachers	6(ii) School wide measure computed locally	State 6th, 7th and 8th grade ELA, 6, and 7th grade math, Regents Integrated or Common Core Algebra Regents Exam and 8th grade science assessments
9-12 resource room teachers	6(ii) School wide measure computed locally	Regents exams in earth science, geometry, Comprehensive ELA, US History, and global studies
K-2 self-contained special education teachers	6(ii) School wide measure computed locally	STAR Reading and Math Enterprise
3rd grade self-contained special education teacher	4) State-approved 3rd party	STAR Reading and Math Enterprise
6-8 self-contained special education classes	6(ii) School wide measure computed locally	State 6th, 7th and 8th grade ELA, 6, and 7th grade math, Regents Integrated or Common Core Algebra Regents Exam and 8th grade science assessments
K-3 art, music and PE	4) State-approved 3rd party	STAR Reading and Math Enterprise
4-5 art, music and PE, self-contained special education classes	6(ii) School wide measure computed locally	State 4th and 5th grade ELA, math and 4th grade science assessments
6-8 art, music, career and consumer science, health and PE	6(ii) School wide measure computed locally	State 6th, 7th and 8th grade ELA, 6, and 7th grade math, Regents Integrated or Common Core Algebra Regents Exam and 8th grade science assessments
9-12, art, music, PE, business, technology, foreign language, and self-contained special education classes	6(ii) School wide measure computed locally	Regents exams in earth science, geometry, Comprehensive ELA, US History, and global studies

9-12 science electives: forensics, anatomy, environmental science	6(ii) School wide measure computed locally	Regents exams in earth science, geometry, Comprehensive ELA, US History, and global studies
9-12 electives: consumer math, applied math, AP calculus	6(ii) School wide measure computed locally	Regents exams in earth science, geometry, Comprehensive ELA, US History, and global studies
9-12 social studies electives: psychology, global ethics, AP courses	6(ii) School wide measure computed locally	Regents exams in earth science, geometry, Comprehensive ELA, US History, and global studies
9-12 ELA electives: 12th grade ELA, creative writing, Adirondack Literature, AP courses	6(ii) School wide measure computed locally	Regents exams in earth science, geometry, Comprehensive ELA, US History, and global studies

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.	<p>For each of the additional courses listed above, the locally selected measures mirror what is being done for similar teachers in the particular grade level and/or building level. Each building, other than the elementary school (excluding K-2 special education) , in the district is using a school wide measure for the locally selected measures of achievement.</p> <p>A teacher will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.</p> <p>The process for establishing achievement targets has been locally negotiated. The target is determined by a committee of teachers, the building principal and the deputy superintendent. HEDI points are assigned based on the percentage of students who meet or exceed the targets. Where applicable HEDI points will be assigned based on the school-wide percentage of students meeting the existing achievement targets.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	93-100
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-92

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17-50
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-16

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/12149/821287-y92vNseFa4/HEDI Scoring Table 0-20.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.

At this time the district does not have any adjustments, controls or other special considerations that will be used for setting targets for growth measures.

3.15) Teachers with More Than One Locally Selected Measure

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

In any event where a teacher will have multiple locally selected measures, each measure score will be proportionate to the overall score based on class size. The scores would be combined for one overall scores. At this time, the district does not plan to use SLOs in the achievement measure for any of the teachers in the district. In the event that the combined HEDI score ends in a decimal, 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 Wednesday, February 19, 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.)

Danielson's Framework for Teaching

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

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.

All 60 points will be based on the Danielson Rubric (2007) which encompasses all the Teaching Standards. Domains 2 and 3 will count for 40 of the 60 points. Domains 1 and 4 will count for 20 out of the 60 points. Each component will be scored as follows:

Unsatisfactory Basic Proficient Distinguished
(ineffective) (developing) (effective) (highly effective)

0.0 points 2.25 points 3.5 points 4.0 points

Domains 1 and 4 both have 6 components which will equal 10 points each or a total of 20 points.
Domains 2 and 3 both have 5 components which will equal 20 points each or a total of 40 points.

Example:

If a teacher receives all “Proficient” which is the same as “effective” the scoring would be calculated this way:

Domain 1: $6 \times 3.5 = 21$ out of a possible 24 points = $.875 \times 10$ pts because this domain is only 10 out of the 60 points which will equal 8.75 points for this domain.

The same would be true for Domain 4 (another 8.75 points).

Domains 2 and 3 would be similar with a heavier weighting. Domain 2: $5 \times 3.5 = 17.5$ out of a possible 20 points = $.875 \times 20$ because this domain is 20 out of the 60 points which will equal 17.5 points for each of Domains 2 and 3. The total for these two domains would be 35 points.

Summary: If a teacher received all “proficient(effective)”:

Domain 1= 8.75 points

Domain 2= 17.5 points

Domain 3= 17.5 points

Domain 4= 8.75 points

Total= 52.5 points

Teachers who score from 57 to 60 on the rubric will be rated highly effective. Teachers who score from 47 to 56 will be rated as effective. Teachers who score from 17 to 46 will be rated developing, and teachers who score from 0-16 will be rated ineffective.

Multiple scores on the same component of the rubric will be averaged.

Normal rounding rules will apply: however, will not change a teacher's rating category.

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.

(No response)

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.	57-60: Points for highly effective are determined by the overall score indicated on the Danielson Rubric.
Effective: Overall performance and results meet NYS Teaching Standards.	47-56: Points for effective are determined by the overall score indicated on the Danielson Rubric.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	17-46: Points for developing are determined by the overall score indicated on the Danielson Rubric.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-16: Points for ineffective are determined by the overall score indicated on the Danielson Rubric.

Provide the ranges for the 60-point scoring bands.

Highly Effective	57-60
Effective	47-56
Developing	17-46
Ineffective	0-16

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	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- 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	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Friday, December 27, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	57-60
Effective	47-56
Developing	17-46
Ineffective	0-16

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

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/821290-Df0w3Xx5v6/TIP template.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:

Taken directly from the negotiated APPR appeals contractual language:

Appeals are allowed for all grounds enumerated in education law 3012c.

(1) Appeals concerning a teacher's performance review must be filed no later than 15 days from the first day of school classes in September of the school year following the evaluation year.

(2) Appeals concerning the issuance of an improvement plan must be filed within fifteen (15) days of the School District's alleged failure to comply with any of the requirements prescribed in applicable law and regulations for the issuance of improvement plans.

(3) Appeals concerning implementation of the terms of an improvement plan must be filed within fifteen (15) days from the date of the School District's alleged failure to implement any of the terms of the plan.

(4) No appeal shall be entertained and will be deemed waived unless it was filed within the applicable timeline referenced in this Agreement. The subject matter of any timely appeal or any untimely appeal shall not be reviewed in any other forum.

F) Filing of an Appeal

(1) An appeal must be submitted to the Superintendent or his/her designee, in writing, on a form that is mutually agreeable by the Superintendent and the Association, containing a detailed description of the precise point(s) of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. In addition, the teacher must submit any and all additional documents or written materials specific to the point(s) of disagreement that support the teacher's appeal and are relevant to the resolution of the appeal including the particular performance review and/or improvement plan, as appropriate. Any such additional information not submitted at the time the appeal is filed will not be considered in the Superintendent's Appeal Panel deliberations related to the resolution of the appeal. There will be no oral argument of the appeal to the Superintendent's Appeal Panel unless the Panel requires clarification and makes the request.

(2) The Superintendent's Panel shall consist of two teachers chosen by the Association and two administrators chosen by the Superintendent. Neither of the two administrators on the Superintendent's Panel can be the evaluator of the teacher. Four association teachers (one from each building) will receive lead evaluator training. Teachers on the appeal panel will not be from the appealing teacher's building; however, one of the two teachers on the panel will be from the building closest in age/grade to the students in the appealing teacher's class(es). If the Superintendent's Appeal Panel cannot reach a unanimous decision on the outcome of the appeal, the Superintendent will make the final determination. It is understood by both parties that the Appeals Panel members may change from case to case depending on where the appealing teacher is located.

G) Resolution of an Appeal

(1) Upon unanimous decision, the Superintendent's Appeal Panel will submit a written decision on the merits of the teacher's appeal no later than fifteen (15) days from the date the teacher filed his/her appeal.

(2) Upon a non-unanimous decision, the Superintendent or his or her properly trained Assistant Superintendent for Curriculum and Instruction shall issue a written decision on the merits of the teacher's appeal no later than fifteen (15) days from the date when the Superintendent's Panel was unable to reach a unanimous decision. (The non-unanimous decision will come within 30 days from the date of the filing of the appeal.)

(3) The decision of the Superintendent or the Assistant Superintendent shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal.

(4) The decision of the Superintendent or the Assistant Superintendent shall be final and binding. An appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent or the Assistant Superintendent shall not be subject to any further appeal or review.

(5) A decision sustaining an appeal regarding the substance of a teacher's particular performance review and/or the issuance of an improvement plan for the teacher shall require that the School District revise the performance review and/or improvement plan as appropriate, in accordance with the decision. A revised version of the performance review and/or improvement plan shall be placed in the teacher's personnel file, and the original successfully appealed performance review and/or improvement plan shall be redacted accordingly. It is understood by both parties that an outcome of the appeal where the performance review is revised may still result in an unchanged overall rating since the composite score is a combination of three distinct components.

(6) A decision sustaining an appeal regarding implementation of the terms of a teacher's improvement plan shall require the School District to take appropriate steps to ensure compliance with and the achievement of those terms.

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

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

The District will work to ensure that lead evaluators and evaluators will be properly trained for certification and will maintain inter-rater reliability over time and that they are re-certified on a regular basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. All training will be conducted by the Washington-Saratoga-Warren-Hamilton-Essex BOCES Network Team, New York State Council of School Superintendents or another entity that has expertise on the State's APPR law and regulation. The training will be on a schedule, as recommended by the same. The training of evaluators will be a minimum of three days outside the district and an additional two days within the district. The trainings will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators. The duration of any and all trainings will be consistent or surpass the requirements of the Network Teams trained by the State Education Department. All lead evaluators will be recertified yearly and all new lead evaluators will receive the full training as required by law.

Training for evaluators will address all nine required elements required by Regents regulations:

1-teaching standards; 2-evidence based observation techniques grounded in research; 3-application and use of the student growth percentile model and value added growth model; 4- application and use of approved teacher practice rubrics including effective application of such rubrics to observe teacher's practice; 5-Application and use of any assessment tools that the district utilizes to evaluate its classroom teachers; 6-application and use of any State-approved locally selected measures of student achievement used by the district; 7-use of the Statewide Instructional Reporting System; 8-Scoring methodology utilized by the district to evaluate teachers 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 teaches and principals of English language learners and students with disabilities.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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

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

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

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

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

4-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-3	State assessment	Grade 3 ELA and grade 3 math state assessment
K-3	State-approved 3rd party assessment	STAR Early Literacy, STAR Reading and STAR Math Enterprise

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

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

The K-3 principal will have a combined score using two SLOs. One SLO will be based on the STAR enterprise third party assessment in both ELA and math that will be given to all students in the building. This includes the STAR early literacy assessment as well. An SLO will be written for the grade level that will meet the requirements for the percentage of a principal's students who must be included in the SLO process. The other assessment being used for the K-3 principal's growth score will be based on the State Assessments in grade 3 for both ELA and math. Targets will be set for both SLOs and then combined for a final score. Principals will use the targets that were collaboratively set with teachers for grade three state assessments in Task 2. Principals will set classwide growth targets for students taking the STAR assessments based on a pretest. The HEDI scores for each SLO will be weighted proportionately based on the number of student included in each SLO. The baseline data used for setting the targets is the STAR

data gathered in the fall.

The principal will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.

The STAR assessment provides scale scores and it also predicts achievement on the State assessment. We would be looking for growth in the scale score from the STAR as a pretest to the State assessment as the summative test.

The Deputy Superintendent will approve the targets for the principal.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	93-100
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-92
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	17-50
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-16

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/12156/821291-lha0DogRNw/HEDI Scoring Table 0-20.docx

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.

At this time the district does not have any adjustments, controls or other special considerations that will be used for setting targets for growth measures.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

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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 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
4-5	(d) measures used by district for teacher evaluation	Grades 4 and 5 State Math, ELA and 4th grade science assessments
6-8	(d) measures used by district for teacher evaluation	State 6th, 7th and 8th grade ELA, 6, and 7th grade math, Common Core or Integrated Algebra Regents and 8th grade science assessments
9-12	(d) measures used by district for teacher evaluation	Regents exams in earth science, geometry, comprehensive English Regents, US History and global studies

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The locally selected measures for each of the principals in the four buildings will be exactly the same as the locally selected measures used in each building for teachers based on school-wide scores. The principals will use the same achievement targets that they collaboratively set with teachers for their local measures. The Deputy Superintendent approves the targets for use as the principals' local measure.</p> <p>Without value-added measure: A principal will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the</p>
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score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.

With value-added measure:

A principal will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 95-100% of students meet the target, the score is from 14 or 15 divided equally (see the uploaded chart), and the rating is highly effective. If 58-94% of students meet the target, the score is from 8 to 13 divided equally (see the uploaded chart), and the rating is effective. If 22-57% of students meet the target, the score is from 3 to 7 divided equally (see the uploaded chart), and the rating is developing. If 0-21% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	95-100- see upload for 20 point ranges
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	58-94- see upload for 20 point ranges
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	22-57- see upload for 20 point ranges
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-21- see upload for 20 point ranges

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/12190/821292-qBFVOWF7fC/HEDI Scoring Table 0-20 and 0-15.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 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-3	(d) measures used by district for teacher evaluation	STAR Early Literacy, Reading and Math Enterprise

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The process for assigning HEDI categories is for all targets to be set at 80% achievement. This means that an average of 80% of all students within the principal's targeted group of students in the building will need to meet a target for achievement.</p> <p>A principal will earn one of the four HEDI categories. Targets are set so that 80% of students will meet the target. If 93-100% of students meet the target, the score is from 18 to 20 divided equally (see the uploaded chart), and the rating is highly</p>
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effective. If 51-92% of students meet the target, the score is from 9 to 17 divided equally (see the uploaded chart), and the rating is effective. If 17-50% of students meet the target, the score is from 3 to 8 divided equally (see the uploaded chart), and the rating is developing. If 0-16% of students meet the target, the score is from 0-2 divided equally (see the uploaded chart), and the rating is ineffective.

The Deputy Superintendent will approve all targets.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	93-100
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-92
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17-50
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-16

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.

[assets/survey-uploads/12190/821292-T8MIGWUVm1/HEDI Scoring Table 0-20.docx](#)

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.

At this time, the district does not have any adjustments, controls or other special considerations that will be used for setting targets for growth measures.

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.

The process for combining multiple locally selected measures where applicable will be to weight the scores proportionately based on the number of students in each score to attain one subcomponent score and HEDI category. In the event the score ends in a decimal rounding rules will apply; however, in no case will a principal's rating category change as a result of rounding.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, February 19, 2014

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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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 scoring of the Multidimensional Principal Performance Rubric allows principals to earn from zero to sixty points. Any ratings of "ineffective" on the rubric receive no points. Ratings of "developing" receive 2.25 points. Ratings of "effective" receive 3.5 points and ratings of "highly effective" receive 4 points. The six domains and the goal setting component are weighted differently with domains 2 and 3 being the most heavily weighted. The score for each domain will be based on all of the evidence collected and observed over the course of multiple school visits. The uploaded document provides further clarification of the process for scoring the rubric and assigning the HEDI ratings.

- Domain 1 will count for 4 of the 60 points.
- Domain 2 will count for 25 of the 60 points.
- Domain 3 will count for 15 of the 60 points.
- Domain 4 will count for 3 of the 60 points.
- Domain 5 will count for 6 of the 60 points.
- Domain 6 will count for 3 of the 60 points.
- Goal Setting will count for 4 of the 60 points.

Principals who score from 57 to 60 points will be rated highly effective. Principals who score from 47-56 will be rated effective. Principals who score from 17-46 will be rated developing and principals who score 0-16 points will be rated ineffective.

A principal's HEDI category will not change as a result of rounding. Normal rounding rules apply.

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

assets/survey-uploads/5143/146529-pMADJ4gk6R/MPPR Scoring Doc for Review Room_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 standards.	57-60: Points for highly effective are determined by the overall scores indicated on the Multidimensional Principal Performance Rubric
Effective: Overall performance and results meet standards.	47-56: Points for effective are determined by the overall scores indicated on the Multidimensional Principal Performance Rubric
Developing: Overall performance and results need improvement in order to meet standards.	17-46: Points for developing are determined by the overall scores indicated on the Multidimensional Principal Performance Rubric
Ineffective: Overall performance and results do not meet standards.	0-16: Points for ineffective are determined by the overall scores indicated on the Multidimensional Principal Performance Rubric

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57-60
Effective	47-56
Developing	17-46
Ineffective	0-16

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, February 13, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	57-60
Effective	47-56
Developing	17-46
Ineffective	0-16

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 Thursday, February 20, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/821295-Df0w3Xx5v6/PIP template and Expedited PIP.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:

A principal may appeal based on all grounds enumerated in education law 3012c.

B) Right to Appeal - A principal may appeal his or her annual professional performance review and the School District's issuance and/or implementation of a legally required improvement plan in accordance with the procedures and conditions set forth in this Agreement. Such procedures and conditions constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal's performance review and/or improvement plan.

C) Scope of Performance Appeals

(1) For tenured principals, only a principal who receives an overall rating of "developing" or "ineffective" may appeal his or her performance review.

(2) For probationary principals, only a principal who receives an overall rating of "ineffective" may appeal his or her performance review.

(3) A principal may appeal only the substance of his or her performance review, the School District's adherence to standards and methodologies required for such reviews, adherence to the applicable regulations of the Commissioner of Education, and compliance with the negotiated procedures applicable to the conduct of performance reviews set forth in the School District's annual professional performance review plan.

(4) A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

D) Scope of Improvement Plan Appeals

(1) A probationary principal must be provided an improvement plan upon receiving a final performance rating of "developing" or "ineffective." A tenured principal must be provided an improvement plan upon receiving a final performance rating of "developing" or "ineffective." Such principal may appeal the School District's issuance of such a plan and/or implementation of the terms of an improvement plan.

(2) A principal may appeal only the issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans.

(3) A principal may not file multiple appeals regarding the issuance of the same improvement plan. All grounds for appealing the issuance of an improvement plan must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

E) Timelines for the Commencement of an Appeal

(1) Appeals concerning a principal's performance review must be filed no later than fifteen (15) days of the date when the principal receives it.

(2) Appeals concerning the issuance of an improvement plan must be filed within fifteen (15) days of the School District's alleged failure to comply with any of the requirements prescribed in applicable law and regulations for the issuance of improvement plans.

(3) Appeals concerning implementation of the terms of an improvement plan must be filed within fifteen (15) days from the date of the School District's alleged failure to implement any of the terms of the plan.

(4) No appeal shall be entertained and will be deemed waived unless it was filed within the applicable timeline referenced in this Agreement. The subject matter of any timely appeal or any untimely appeal shall not be reviewed in any other forum.

G) Resolution of an Appeal

(1) The Superintendent or his or her designee shall issue a written decision on the merits of the principal's appeal no later than fifteen (15) days from the date when the principal filed his or her appeal.

(2) The decision of the Superintendent or the Superintendent's designee shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal.

(3) The decision of the Superintendent or the Superintendent's designee shall be final and binding. An appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent or the Superintendent's designee shall not be subject to any further appeal or review.

(4) A decision sustaining an appeal regarding the substance of a principal's particular performance review and/or the issuance of an improvement plan for the principal shall require that the School District revise the performance review and/or improvement plan as appropriate, in accordance with the decision. A revised version of the performance review and/or improvement plan shall be placed in the principal's personnel file, and the original successfully appealed performance review and/or improvement plan shall be redacted accordingly.

(5) A decision sustaining an appeal regarding implementation of the terms of a principal's improvement plan shall require the School District to take appropriate steps to ensure compliance with and the achievement of those terms.

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

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

The District will work to ensure that lead evaluators and evaluators will be properly trained for certification and will maintain inter-rater reliability over time and that they are re-certified on a regular basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. All training will be conducted by the Washington-Saratoga-Warren-Hamilton-Essex BOCES Network Team, New York State Council of School Superintendents or another entity that has expertise on the State's APPR law and regulation. The training will be on a schedule, as recommended by the same. The training of evaluators will be a minimum of three days outside the district and an additional two days within the district. The trainings will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators. The duration of any and all trainings will be consistent or surpass the requirements of the Network Teams trained by the State Education Department. All lead evaluators will be recertified yearly and all new lead evaluators will receive the full training as required by law.

Training for evaluators and lead evaluators will address all nine required elements required by Regents regulations: 1-leadership standards; 2-evidence based observation techniques grounded in research; 3-application and use of the student growth percentile model and value added growth model; 4- application and use of approved principal practice rubrics including effective application of such rubrics to observe principal's practice; 5-Application and use of any assessment tools that the district utilizes to evaluate its principals; 6-application and use of any State-approved locally selected measures of student achievement used by the district; 7-use of the Statewide Instructional Reporting System; 8-Scoring methodology utilized by the district to evaluate principals 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 principals of English language learners and students with disabilities.

The process listed applies to evaluators and lead evaluators.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Monday, February 24, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/12158/821296-3Uqgn5g9Iu/Certification Form 3.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.

Annual Professional Performance Review

Queensbury Union Free School District

HEDI Scoring Table

Criteria	HE	HE	HE	E	E	E	E	E	E	E	E	E	D	D	D	D	D	D	I	I	I
Rating	100%	97-99%	93-96%	90-92%	87-89%	83-86%	80-82%	74-79%	69-73%	63-68%	57-62%	51-56%	46-50%	40-45%	34-39%	29-33%	23-28%	17-22%	11-16%	6-10%	0-5%
	20 pts	19 pts	18 pts	17 pts	16 pts	15 pts	14 pts	13 pts	12 pts	11 pts	10 pts	9 pts	8 pts	7 pts	6 pts	5 pts	4 pts	3 pts	2 pts	1 pt	0 pts

Annual Professional Performance Review

Queensbury Union Free School District

HEDI Scoring Table 0-20

Criteria	HE	HE	HE	E	E	E	E	E	E	E	E	E	D	D	D	D	D	D	I	I	I
Rating	100 %	97- 99 %	93- 96 %	90- 92 %	87- 89 %	83- 86 %	80- 82 %	74- 79 %	69- 73 %	63- 68 %	57- 62 %	51- 56 %	46- 50 %	40- 45 %	34- 39 %	29- 33 %	23- 28 %	17- 22 %	11- 16 %	6- 10 %	0- 5% 0 pts
	20 pts	19 pts	18 pts	17 pts	16 pts	15 pts	14 pts	13 pts	12 pts	11 pts	10 pts	9 pts	8 pts	7 pts	6 pts	5 pts	4 pts	3 pts	2 pts	1 pt	

HEDI Scoring Table

Achievement with Value Added

Criteria	HE	HE	E	E	E	E	E	E	E	D	D	D	D	D	I	I	I
Rating	100 %	95-99 %	90-94 %	85 - 89 %	80-84 %	73-79 %	65-72 %	58-64 %	51-57 %	44-50 %	36-43 %	29-35 %	22-28 %	15-21 %	7-14 %	0-6 %	
	15 pts	14 pts	13 pts	12 pts	11 pts	10 pts	9 pts	8 pts	7 pts	6 pts	5 pts	4 pts	3 pts	2 pts	1 pt	0 pts	

Annual Professional Performance Review

Queensbury Union Free School District

HEDI Scoring Table

Criteria	HE	HE	HE	E	E	E	E	E	E	E	E	E	D	D	D	D	D	D	I	I	I
Rating	100 %	97- 99 %	93- 96 %	90- 92 %	87- 89 %	83- 86 %	80- 82 %	74- 79 %	69- 73 %	63- 68 %	57- 62 %	51- 56 %	46- 50 %	40- 45 %	34- 39 %	29- 33 %	23- 28 %	17- 22 %	11- 16 %	6- 10 %	0- 5% 0 pts
	20 pts	19 pts	18 pts	17 pts	16 pts	15 pts	14 pts	13 pts	12 pts	11 pts	10 pts	9 pts	8 pts	7 pts	6 pts	5 pts	4 pts	3 pts	2 pts	1 pt	

Queensbury Union Free School District

Teacher Improvement Plan (TIP)

All teachers who receive an overall composite score rating of Developing or Ineffective on their Annual Professional Performance Review will receive a Teacher Improvement Plan within ten days of the opening of classes in the school year. All probationary teachers will use this form and any tenured teachers who receive a composite rating of Ineffective or two consecutive years of Developing will also use this form.

Issued to: _____ Position: _____

Issued by: _____ Date Issued: ____/____/____

The following is a chart of specific domains and components that are in need of improvement and corresponding action plans.

Areas of Improvement	Plan(s) of Action	Teacher's Responsibility	Administrator's Responsibility	Timeline for achieving improvement	How will improvements be assessed?

Optional: Teacher Comments:

Teacher Signature: _____ Date: _____

Optional: Administrator Comments:

Administrator Signature: _____ Date: _____

QFA Representative Signature: _____ Date: _____

Final Determination of TIP completion:

Was the Teacher Improvement Plan completed as outlined above? Yes If No- Explain why not and next steps:

Teacher Signature _____

Date _____

Administrator Signature _____

Date _____

QFA Representative Signature _____

Date _____

QUFSD - Teacher Improvement Plan (TIP) – Progress Form

As a result of this TIP, we anticipate that said teacher will substantially improve in the areas identified as needing improvement. Regular meetings as outlined above will be held between the building/department administrator, the teacher, and a QFA representative to discuss progress and make adjustments in the plan when/where applicable.

Progress Report: To be completed by the building principal/director and reviewed with the teacher and QFA representative during regular TIP meetings to monitor and assess progress towards targets.

Date of Progress Meeting	Areas of Improvement	Status of Action Plans	Names of Meeting Attendees	Satisfactory Progress		Plan adjustment needed
				YES	NO	

Queensbury Union Free School District

Teacher Improvement Plan (TIP)-Expedited-to be used with tenured teachers who received their first Developing Rating

All teachers who receive an overall composite score rating of Developing or Ineffective on their Annual Professional Performance Review will receive a Teacher Improvement Plan within ten days of the opening of classes in the school year. All tenured teachers who receive a composite rating of Developing may use this form.

Teacher Name: _____ Position: _____
 Issuing Administrator : _____ Date Issued: _____

The following is a chart of specific domains and components that are in need of improvement and corresponding action plans.

Area of Improvement	Plan(s) of Action	Teacher's Responsibility	Administrator's Responsibility	Timeline for achieving improvement	How will improvement be assessed?

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Optional : QFA Representative Signature: _____ Date: _____

Written Comments may be attached by the teacher.

At the end of the school year or upon completion of the TIP:
 Final Determination of TIP completion:

Date of completion: _____ Optional Comments: _____

Teacher Signature: _____ Date: _____ Administrator Signature: _____ Date: _____

Optional : QFA Representative Signature: _____ Date: _____

QUFSD - Teacher Improvement Plan (TIP) – Progress Form

As a result of this TIP, we anticipate that said teacher will substantially improve in the areas identified as needing improvement. Regular meetings as outlined above will be held between the building/department administrator, the teacher, and a QFA representative to discuss progress and make adjustments in the plan when/where applicable.

Progress Report: To be completed by the building principal/director and reviewed with the teacher at TIP meetings to monitor and assess progress towards targets.

Date of Progress Meeting	Area of Improvement	Status of Action Plan	Names of Meeting Attendees	Satisfactory Progress		Plan adjustment needed
				YES	NO	

Comments: _____

C: Assistant Superintendent for Curriculum and Instruction
Personnel File

Annual Professional Performance Review

Queensbury Union Free School District

HEDI Scoring Table

Criteria	HE	HE	HE	E	E	E	E	E	E	E	E	E	D	D	D	D	D	D	I	I	I
Rating	100 %	97- 99 %	93- 96 %	90- 92 %	87- 89 %	83- 86 %	80- 82 %	74- 79 %	69- 73 %	63- 68 %	57- 62 %	51- 56 %	46- 50 %	40- 45 %	34- 39 %	29- 33 %	23- 28 %	17- 22 %	11- 16 %	6- 10 %	0- 5% 0 pts
	20 pts	19 pts	18 pts	17 pts	16 pts	15 pts	14 pts	13 pts	12 pts	11 pts	10 pts	9 pts	8 pts	7 pts	6 pts	5 pts	4 pts	3 pts	2 pts	1 pt	

Annual Professional Performance Review

Queensbury Union Free School District

HEDI Scoring Table 0-20

Criteria	HE	HE	HE	E	E	E	E	E	E	E	E	E	D	D	D	D	D	D	I	I	I
Rating	100 %	97- 99 %	93- 96 %	90- 92 %	87- 89 %	83- 86 %	80- 82 %	74- 79 %	69- 73 %	63- 68 %	57- 62 %	51- 56 %	46- 50 %	40- 45 %	34- 39 %	29- 33 %	23- 28 %	17- 22 %	11- 16 %	6- 10 %	0- 5% 0 pts
	20 pts	19 pts	18 pts	17 pts	16 pts	15 pts	14 pts	13 pts	12 pts	11 pts	10 pts	9 pts	8 pts	7 pts	6 pts	5 pts	4 pts	3 pts	2 pts	1 pt	

HEDI Scoring Table

Achievement with Value Added

Criteria	HE	HE	E	E	E	E	E	E	E	D	D	D	D	D	I	I	I
Rating	100 %	95-99 %	90-94 %	85 - 89 %	80-84 %	73-79 %	65-72 %	58-64 %	51-57 %	44-50 %	36-43 %	29-35 %	22-28 %	15-21 %	7-14 %	0-6 %	
	15 pts	14 pts	13 pts	12 pts	11 pts	10 pts	9 pts	8 pts	7 pts	6 pts	5 pts	4 pts	3 pts	2 pts	1 pt	0 pts	

Annual Professional Performance Review

Queensbury Union Free School District

HEDI Scoring Table

Criteria	HE	HE	HE	E	E	E	E	E	E	E	E	E	D	D	D	D	D	D	I	I	I
Rating	100 %	97- 99 %	93- 96 %	90- 92 %	87- 89 %	83- 86 %	80- 82 %	74- 79 %	69- 73 %	63- 68 %	57- 62 %	51- 56 %	46- 50 %	40- 45 %	34- 39 %	29- 33 %	23- 28 %	17- 22 %	11- 16 %	6- 10 %	0- 5% 0 pts
	20 pts	19 pts	18 pts	17 pts	16 pts	15 pts	14 pts	13 pts	12 pts	11 pts	10 pts	9 pts	8 pts	7 pts	6 pts	5 pts	4 pts	3 pts	2 pts	1 pt	

Multidimensional Principal Practice Rubric Scoring Guide

- The MPPR contains domains, components, and elements as follows:

Domain 1 Shared Vision		Domain 2 Culture & Inst. Program		Domain 3 Safe, effective Learning Environ.		Domain 4 Community		Domain 5 Integrity, Fairness, Ethics		Domain 6 Political, Social, Economic		Goal Setting	
Culture	3	Culture	3	Capacity	2	Planning	1	Sustain.	3	Sustain.	2	Uncovering	4
Sustain.	1	Program	3	Culture	1	Culture	1	Culture	3	Culture	1	Planning	4
		Capacity	2	Sustain.	1	Sustain.	1					Action	3
		Sustain.	1	Program	1							Evaluating	3
		Planning	1										
Totals	4		10		5		3		6		3		14

There are 6 domains plus goal setting. There are 22 components and 45 elements. Each element is scored.

- Domain 1 will count for 4 of the 60 points.
- Domain 2 will count for 25 of the 60 points.
- Domain 3 will count for 15 of the 60 points.
- Domain 4 will count for 3 of the 60 points.
- Domain 5 will count for 6 of the 60 points.
- Domain 6 will count for 3 of the 60 points.
- Goal Setting will count for 4 of the 60 points.

Each element will be scored as follows:

Ineffective

Developing

Effective

Highly Effective

- 0 points

2.25 points

3.5 points

4.0 points

An example of this scoring method follows:

For Domain 2 there are 10 scored elements. Each element has a possible highest score of 4 points (all in the Highly Effective rating). This Domain has a maximum point value of 25 points. Therefore, if you multiply 10 elements times 4 points each, you get 40 points. 40 out of 40 equals 1. Multiply 1 times the value of the Domain (25) and you get a score for Domain 2 of 25 points.

If the principal scored varying ratings throughout Domain 2 and ended up with 2 Developing ratings, 5 Effective ratings, and 3 Highly Effective ratings, the score would be determined this way:

$$2 \times 2.25 = 4.5$$

$$5 \times 3.5 = 17.5$$

$$3 \times 4.0 = 12.0$$

$$\text{Total} = 34 \text{ points}$$

Divide 34 by 40 which is the total possible points per element and get 0.85. Multiply this by the total possible points for this Domain which is 25 and get 21.25.

21 is the score the principal would get for Domain 2 since rounding rules apply.

Queensbury Union Free School District

Principal Improvement Plan (PIP)

All Principals who receive an overall composite score rating of Developing or Ineffective on their Annual Professional Performance Review will receive a Principal Improvement Plan within ten days of the opening of classes in the school year. All probationary Principals will use this form and any tenured Principals who receive a composite rating of Ineffective or two consecutive years of Developing will also use this form.

Issued to: _____ Position: _____

Issued by: _____ Date Issued: ____/____/____

The following is a chart of specific domains and components that are in need of improvement and corresponding action plans.

Areas of Improvement	Plan(s) of Action	Principal's Responsibility	Supervisor's Responsibility	Timeline for achieving improvement	How will improvements be assessed?

Optional: Principal Comments:

Principal Signature: _____ Date: _____

Optional: Supervisor Comments:

Supervisor Signature: _____ Date: _____

Association Representative Signature: _____ Date: _____

Final Determination of PIP completion:

Was the Principal Improvement Plan completed as outlined above? Yes If No- Explain why not and next steps:

Principal Signature _____

Date _____

Supervisor Signature _____

Date _____

Association Representative Signature _____

Date _____

QUFSD - Principal Improvement Plan (PIP) – Progress Form

As a result of this PIP, we anticipate that said Principal will substantially improve in the areas identified as needing improvement. Regular meetings as outlined above will be held between the building/department administrator, the Principal, and an association representative to discuss progress and make adjustments in the plan when/where applicable.

Progress Report: To be completed by the supervisor and reviewed with the Principal and association representative during regular PIP meetings to monitor and assess progress towards targets.

Date of Progress Meeting	Areas of Improvement	Status of Action Plans	Names of Meeting Attendees	Satisfactory Progress		Plan adjustment needed
				YES	NO	

Queensbury Union Free School District

Principal Improvement Plan (PIP)-Expedited for tenured principals who receive their first Developing rating.

All Principals who receive on overall composite score rating of Developing or Ineffective on their Annual Professional Performance Review will receive a Principal Improvement Plan within ten days of the opening of classes in the school year. All tenured Principals who receive a composite rating of Developing may use this form.

Principal Name: _____ Position: _____
 Issuing Supervisor : _____ Date Issued: _____

The following is a chart of specific domains and components that are in need of improvement and corresponding action plans.

Area of Improvement	Plan(s) of Action	Principal's Responsibility	Supervisor's Responsibility	Timeline for achieving improvement	How will improvement be assessed?

Principal Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Optional : Association Representative Signature: _____ Date: _____

Written Comments may be attached by the Principal.

At the end of the school year or upon completion of the PIP:
 Final Determination of PIP completion:

Date of completion: _____ Optional Comments: _____

Principal Signature: _____ Date: _____ Supervisor Signature: _____ Date: _____

Optional : Association Representative Signature: _____ Date: _____

QUFSD - Principal Improvement Plan (PIP) – Progress Form

As a result of this PIP, we anticipate that said Principal will substantially improve in the areas identified as needing improvement. Regular meetings as outlined above will be held between the building/department Supervisor, the Principal, and a QFA representative to discuss progress and make adjustments in the plan when/where applicable.

Progress Report: To be completed by the supervisor and reviewed with the Principal at PIP meetings to monitor and assess progress towards targets.

Date of Progress Meeting	Area of Improvement	Status of Action Plan	Names of Meeting Attendees	Satisfactory Progress		Plan adjustment needed
				YES	NO	

Comments: _____

C: Assistant Superintendent for Curriculum and Instruction
Personnel File

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

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

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

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

Signatures, dates

Superintendent Signature: Date:

 2/24/14

Teachers Union President Signature: Date: 2-24-2014



Administrative Union President Signature: Date:

 2-24-2014

Board of Education President Signature: Date:

 2-24-2014