**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

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June 6, 2013

**Revised**

James N. Baldwin, Superintendent
Questar III BOCES
10 Empire State Blvd., 2nd Fl.
Castleton, NY 12033

Dear Superintendent Baldwin:

Congratulations. I am pleased to inform you that your multi-year (2012-2013, 2013-2014) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

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

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

# Annual Professional Performance Reviews: 2012-13

Created Monday, September 10, 2012
Updated Friday, April 26, 2013

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## 1

## Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 499000000000

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

499000000000

## 1.2) School District Name: QUESTAR III (R-C-G) BOCES

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

QUESTAR III (R-C-G) BOCES

## 1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

## 1.4) Award Classification

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

(No response)

## 1.5) Assurances

Please check all of the boxes below:

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

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

Submission of material changes to an approved APPR plan

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

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

Multi-year, please specify the years:: 2012-13, 2013-14

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

Created Monday, September 10, 2012
Updated Thursday, May 02, 2013

## Page 1

## STATE-PROVIDED MEASURES OF STUDENT GROWTH

## (25 points with an approved value-added measure)

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

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

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

## 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

## 2.2) Grades K-3 ELA

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

| | ELA | Assessment |
|---|---|---|
| K | State-approved 3rd party assessment | STAR Reading Enterprise |
| 1 | State-approved 3rd party assessment | STAR Reading Enterprise |
| 2 | State-approved 3rd party assessment | STAR Reading Enterprise |

| | ELA | Assessment |
|---|---|---|
| 3 | State assessment | 3rd Grade State Assessment |

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this | The development of SLO's will be overseen by the building principal for each building or program. The BOCES will use |

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| subcomponent. If needed, you may upload a table or graphic at 2.11, below. | multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual SLO's. Each SLO will be aligned with the Common Core or State Standards. As per NYS Education regulations, teacher scores will be based upon the percentages of students who achieve or exceed individual growth goals. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the course. The post-assessment will be administered during the time interval selected. Administrators will assign points in accordance with the BOCES HEDI percentages of students who achieve or exceed individual growth goals as outlined in HEDI Criteria chart. (see attached chart) |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | Results are well above state average for similar students (or BOCES goals if no state test) 90% - 100% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | Results meet state average for similar students (or BOCES goals if no state test) 51% - 89% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | Results are below state average for similar students (or BOCES goals if no state test) 36% - 50% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | Results are well below state average for similar students (or BOCES goals if no state test) 0% - 35% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |

## 2.3) Grades K-3 Math

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

| | Math | Assessment |
|---|---|---|
| K | State-approved 3rd party assessment | STAR MATH Enterprise |
| 1 | State-approved 3rd party assessment | STAR MATH Enterprise |
| 2 | State-approved 3rd party assessment | STAR MATH Enterprise |

| | Math | Assessment |
|---|---|---|
| 3 | State assessment | 3rd Grade State Assessment |

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

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| 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 | The development of SLO's will be overseen by the building principal for each building or program. The BOCES will use multiple measures: historical achievement and pre-assessment |

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| 2.11, below. | data to establish baseline data and to establish the individual SLO's. Each SLO will be aligned with the Common Core or State Standards. As per NYS Education regulations, teacher scores will be based upon the percentages of students who achieve or exceed individual growth goals. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the course. The post-assessment will be administered during the time interval selected. Administrators will assign points in accordance with the BOCES HEDI percentages of students who achieve or exceed individual growth goals as outlined in HEDI Criteria chart. (see attached chart) |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | Results are well above state average for similar students (or BOCES goals if no state test) 90% - 100% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | Results meet state average for similar students (or BOCES goals if no state test) 51% - 89% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | Results are below state average for similar students (or BOCES goals if no state test) 36% - 50% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | Results are well below state average for similar students (or BOCES goals if no state test) 0% - 35% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |

## 2.4) Grades 6-8 Science

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

| | Science | Assessment |
|---|---|---|
| 6 | Not applicable | N/A |
| 7 | District, regional or BOCES-developed assessment | Questar III BOCES developed 7th Grade science assessment |

| | Science | Assessment |
|---|---|---|
| 8 | State assessment | 8th Grade State Science Assessment |

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The development of SLO's will be overseen by the building principal for each building or program. The BOCES will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual |

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| | SLO's. Each SLO will be aligned with the Common Core or State Standards. As per NYS Education regulations, teacher scores will be based upon the percentages of students who achieve or exceed individual growth goals. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the course. The post-assessment will be administered during the time interval selected. Administrators will assign points in accordance with the BOCES HEDI percentages of students who achieve or exceed individual growth goals as outlined in HEDI Criteria chart. (see attached chart) |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | Results are well above state average for similar students (or BOCES goals if no state test) 90% - 100% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | Results meet state average for similar students (or BOCES goals if no state test) 51% - 89% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | Results are below state average for similar students (or BOCES goals if no state test) 36% - 50% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | Results are well below state average for similar students (or BOCES goals if no state test) 0% - 35% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |

## 2.5) Grades 6-8 Social Studies

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

| | Social Studies | Assessment |
|---|---|---|
| 6 | Not applicable | N/A |
| 7 | District, regional or BOCES-developed assessment | Questar III BOCES developed 7th Grade social studies assessment |
| 8 | District, regional or BOCES-developed assessment | Questar III BOCES developed 8th Grade social studies assessment |

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

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| 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. | The development of SLO's will be overseen by the building principal for each building or program. The BOCES will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual SLO's. Each SLO will be aligned with the Common Core or State Standards. As per NYS Education regulations, teacher scores will be based upon the percentages of students who achieve or exceed individual growth goals. The pre-assessment |

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| | will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the course. The post-assessment will be administered during the time interval selected. Administrators will assign points in accordance with the BOCES HEDI percentages of students who achieve or exceed individual growth goals as outlined in HEDI Criteria chart. (see attached chart) |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Results are well above state average for similar students (or BOCES goals if no state test) 90% - 100% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Effective (9 - 17 points) Results meet District goals for similar students. | Results meet state average for similar students (or BOCES goals if no state test) 51% - 89% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Developing (3 - 8 points) Results are below District goals for similar students. | Results are below state average for similar students (or BOCES goals if no state test) 36% - 50% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Results are well below state average for similar students (or BOCES goals if no state test) 0% - 35% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |

## 2.6) High School Social Studies Regents Courses

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

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

| | | Assessment |
|---|---|---|
| Global 1 | District, regional, or BOCES-developed assessment | Questar III BOCES developed Global 1 assessment |

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

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

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| 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. | The development of SLO's will be overseen by the building principal for each building or program. The BOCES will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual SLO's. Each SLO will be aligned with the Common Core or State Standards. As per NYS Education regulations, teacher |

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| | scores will be based upon the percentages of students who achieve or exceed individual growth goals. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the course. The post-assessment will be administered during the time interval selected. Administrators will assign points in accordance with the BOCES HEDI percentages of students who achieve or exceed individual growth goals as outlined in HEDI Criteria chart. (see attached chart) |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Results are well above state average for similar students (or BOCES goals if no state test) 90% - 100% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Effective (9 - 17 points) Results meet District goals for similar students. | Results meet state average for similar students (or BOCES goals if no state test) 51% - 89% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Developing (3 - 8 points) Results are below District goals for similar students. | Results are below state average for similar students (or BOCES goals if no state test) 36% - 50% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Results are well below state average for similar students (or BOCES goals if no state test) 0% - 35% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |

## 2.7) High School Science Regents Courses

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

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

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

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

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|---|---|
| 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. | The development of SLO's will be overseen by the building principal for each building or program. The BOCES will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual SLO's. Each SLO will be aligned with the Common Core or State Standards. As per NYS Education regulations, teacher scores will be based upon the percentages of students who |

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| | achieve or exceed individual growth goals. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the course. The post-assessment will be administered during the time interval selected. Administrators will assign points in accordance with the BOCES HEDI percentages of students who achieve or exceed individual growth goals as outlined in HEDI Criteria chart. (see attached chart) |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Results are well above state average for similar students (or BOCES goals if no state test) 90% - 100% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Effective (9 - 17 points) Results meet District goals for similar students. | Results meet state average for similar students (or BOCES goals if no state test) 51% - 89% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Developing (3 - 8 points) Results are below District goals for similar students. | Results are below state average for similar students (or BOCES goals if no state test) 36% - 50% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Results are well below state average for similar students (or BOCES goals if no state test) 0% - 35% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |

## 2.8) High School Math Regents Courses

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

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

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The development of SLO's will be overseen by the building principal for each building or program. The BOCES will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual SLO's. Each SLO will be aligned with the Common Core or State Standards. As per NYS Education regulations, teacher scores will be based upon the percentages of students who achieve or exceed individual growth goals. The pre-assessment will be administered at the beginning of the interval time |

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| | defined in the SLO. The SLO will assess the most important learning for the course. The post-assessment will be administered during the time interval selected. Administrators will assign points in accordance with the BOCES HEDI percentages of students who achieve or exceed individual growth goals as outlined in HEDI Criteria chart. (see attached chart) |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Results are well above state average for similar students (or BOCES goals if no state test) 90% - 100% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Effective (9 - 17 points) Results meet District goals for similar students. | Results meet state average for similar students (or BOCES goals if no state test) 51% - 89% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Developing (3 - 8 points) Results are below District goals for similar students. | Results are below state average for similar students (or BOCES goals if no state test) 36% - 50% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Results are well below state average for similar students (or BOCES goals if no state test) 0% - 35% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |

## 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 | State approved 3rd party assessment | STAR Reading Enterprise |
| Grade 10 ELA | State approved 3rd party assessment | STAR Reading Enterprise |
| Grade 11 ELA | Regents assessment | Grade 11 ELA Regents Assessment |

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The development of SLO's will be overseen by the building principal for each building or program. The BOCES will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual SLO's. Each SLO will be aligned with the Common Core or State Standards. As per NYS Education regulations, teacher scores will be based upon the percentages of students who achieve or exceed individual growth goals. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important |

| | |
|---|---|
| | learning for the course. The post-assessment will be administered during the time interval selected. Administrators will assign points in accordance with the BOCES HEDI percentages of students who achieve or exceed individual growth goals as outlined in HEDI Criteria chart. (see attached chart) |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Results are well above state average for similar students (or BOCES goals if no state test) 90% - 100% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Effective (9 - 17 points) Results meet District goals for similar students. | Results meet state average for similar students (or BOCES goals if no state test) 51% - 89% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Developing (3 - 8 points) Results are below District goals for similar students. | Results are below state average for similar students (or BOCES goals if no state test) 36% - 50% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Results are well below state average for similar students (or BOCES goals if no state test) 0% - 35% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |

## 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 |
|---|---|---|---|
| | Physical Education K - 12 | District, Regional or BOCES-developed | Questar III BOCES developed Grade Specific Physical Education assessment K-12 |
| | Art 7 - 12 | District, Regional or BOCES-developed | Questar III BOCES developed Grade Specific Art assessment 7 -12 |
| | Academy for Information Technology I | District, Regional or BOCES-developed | Capital District / North Country JMT BOCES-developed CTE Assessment in Academy for Information Technology |
| | Academy for Information Technology II | District, Regional or BOCES-developed | Capital District / North Country JMT BOCES-developed CTE Assessment in Academy for Information Technology |
| | Automotive Technologies I | District, Regional or BOCES-developed | Capital District / North Country JMT BOCES-developed CTE Assessment in Automotive Technology |
| | Automotive Technologies II | District, Regional or BOCES-developed | Capital District / North Country JMT BOCES-developed CTE Assessment in Automotive Technology |
| | Aviation I | District, Regional or BOCES-developed | Capital District / North Country JMT BOCES-developed CTE Assessment in Aviation |
| | Aviation II | District, Regional or BOCES-developed | Capital District / North Country JMT BOCES-developed CTE Assessment in Aviation |
| | Aviation Maintenance Technology I | District, Regional or BOCES-developed | Capital District / North Country JMT BOCES-developed CTE Assessment in Aviation Maintenance |
| | Aviation Maintenance Technology II | District, Regional or BOCES-developed | Capital District / North Country JMT BOCES-developed CTE Assessment in Aviation Maintenance |
| | Certified Nurse Aide | District, Regional or BOCES-developed | Capital District / North Country JMT BOCES-developed CTE Assessment in Health Occupations / CNA |

| | | | |
|---|---|---|---|
| | Construction Technologies I | District, Regional or BOCES-developed | Capital District / North Country JMT BOCES-developed CTE Assessment in Construction Trades |
| | Construction Technologies II | District, Regional or BOCES-developed | Capital District / North Country JMT BOCES-developed CTE Assessment in Construction Trades |
| | Cosmetology I | District, Regional or BOCES-developed | Capital District / North Country JMT BOCES-developed CTE Assessment in Cosmetology |
| | Cosmetology II | District, Regional or BOCES-developed | Capital District / North Country JMT BOCES-developed CTE Assessment in Cosmetology |
| | Criminal Justice I | District, Regional or BOCES-developed | Capital District / North Country JMT BOCES-developed CTE Assessment in Criminal Justice |
| | Criminal Justice II | District, Regional or BOCES-developed | Capital District / North Country JMT BOCES-developed CTE Assessment in Criminal Justice |
| | Culinary Arts I | District, Regional or BOCES-developed | Capital District / North Country JMT BOCES-developed CTE Assessment in Culinary Arts |
| | Culinary Arts II | District, Regional or BOCES-developed | Capital District / North Country JMT BOCES-developed CTE Assessment in Culinary Arts |
| | Green Technologies Renewable Energy | District, Regional or BOCES-developed | Capital District / North CountryJMT BOCES-developed CTE Assessment in Electrical |

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The development of SLO's will be overseen by the building principal for each building or program. The BOCES will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual SLO's. Each SLO will be aligned with the Common Core or State Standards. As per NYS Education regulations, teacher scores will be based upon the percentages of students who achieve or exceed individual growth goals. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the course. The post-assessment will be administered during the time interval selected. Administrators will assign points in accordance with the BOCES HEDI percentages of students who achieve or exceed individual growth goals as outlined in HEDI Criteria chart. (see attached chart) |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | Results are well above state average for similar students (or BOCES goals if no state test) 90% - 100% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Effective (9 - 17 points) Results meet District goals for similar students. | Results meet state average for similar students (or BOCES goals if no state test) 51% - 89% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |
| Developing (3 - 8 points) Results are below District goals for similar students. | Results are below state average for similar students (or BOCES goals if no state test) 36% - 50% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |

| | |
|---|---|
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Results are well below state average for similar students (or BOCES goals if no state test) 0% - 35% of the students achieve or exceed individual growth goals determined in the SLO. (see attached chart) |

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

assets/survey-uploads/5364/174363-avH4IQNZMh/Form2_10_AllOtherCourses (combined) 4-15-13.pdf

## 2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/174363-TXEtxx9bQW/HEDI Criteria Chart State Growth - Teachers REV 12-19-12 NO track changes v2 12-20-12.pdf

## 2.12) Locally Developed Controls

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

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

N/A

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

| | |
|---|---|
| 2.14) Assurances \| Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures. | Checked |
| 2.14) Assurances \| Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws. | Checked |

| | |
|---|---|
| 2.14) Assurances \| Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded. | Checked |
| 2.14) Assurances \| Assure that procedures for ensuring data accuracy and integrity are being utilized. | Checked |
| 2.14) Assurances \| Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html). | Checked |
| 2.14) Assurances \| Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO. | Checked |
| 2.14) Assurances \| Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction. | Checked |
| 2.14) Assurances \| Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range. | Checked |
| 2.14) Assurances \| Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. | Checked |

# 3. Local Measures (Teachers)

Created Monday, September 10, 2012
Updated Thursday, May 02, 2013

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## Page 1

### Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

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

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

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

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

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

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

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

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

## 3.1) Grades 4-8 ELA

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 4 | 4) State-approved 3rd party assessments | STAR Reading Enterprise |
| 5 | 4) State-approved 3rd party assessments | STAR Reading Enterprise |
| 6 | 4) State-approved 3rd party assessments | STAR Reading Enterprise |
| 7 | 4) State-approved 3rd party assessments | STAR Reading Enterprise |
| 8 | 4) State-approved 3rd party assessments | STAR Reading Enterprise |

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. | The teachers will conference with the principal to establish achievement targets. Teacher scores will be based upon the degree to which targets have been met using the HEDI scoring chart. The degree to which a target is met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed achievement targets. Where multiple targets have been set, the degree to which targets are met will be weighted by the number of students covered in the targets. (see attached chart) |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well above BOCES developed expectations for achievement for grade / subject. 90% - 100% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results meet BOCES developed expectations for achievement for grade / subject. 53% - 89% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are below BOCES developed expectations for achievement for grade / subject. 33% - 52% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results well below BOCES developed expectations for achievement for grade / subject. 0% - 32% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |

## 3.2) Grades 4-8 Math

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 4 | 4) State-approved 3rd party assessments | STAR MATH Enterprise |
| 5 | 4) State-approved 3rd party assessments | STAR MATH Enterprise |
| 6 | 4) State-approved 3rd party assessments | STAR MATH Enterprise |
| 7 | 4) State-approved 3rd party assessments | STAR MATH Enterprise |
| 8 | 4) State-approved 3rd party assessments | STAR MATH Enterprise |

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. | The teachers will conference with the principal to establish achievement targets. Teacher scores will be based upon the degree to which targets have been met using the HEDI scoring chart. The degree to which a target is met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed achievement targets. Where multiple targets have been set, the degree to which targets are met will be weighted by the number of students covered in the targets. (see attached chart) |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well above BOCES developed expectations for achievement for grade / subject. 90% - 100% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results meet BOCES developed expectations for achievement for grade / subject. 53% - 89% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are below BOCES developed expectations for achievement for grade / subject. 33% - 52% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results well below BOCES developed expectations for achievement for grade / subject. 0% - 32% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |

## 3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/174465-rhJdBgDruP/Questar III Locally Selected Measures of Student Achievement Rev 4-25-13 0-15 points.pdf

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

## 3.4) Grades K-3 ELA

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| K | 4) State-approved 3rd party assessments | STAR Reading 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.*

| | |
|---|---|
| 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 teachers will conference with the principal to establish achievement targets. Teacher scores will be based upon the degree to which targets have been met using the HEDI scoring chart. The degree to which a target is met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed achievement targets. Where multiple targets have been set, the degree to which targets are met will be weighted by the number of students covered in the targets. (see attached chart) |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well above BOCES developed expectations for achievement for grade / subject. 90% - 100% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results meet BOCES developed expectations for achievement for grade / subject. 51% - 89% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are below BOCES developed expectations for achievement for grade / subject. 36% - 50% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results well below BOCES developed expectations for achievement for grade / subject. 0% - 35% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |

## 3.5) Grades K-3 Math

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| K | 4) State-approved 3rd party assessments | STAR MATH 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.*

| | |
|---|---|
| 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 teachers will conference with the principal to establish achievement targets. Teacher scores will be based upon the degree to which targets have been met using the HEDI scoring chart. The degree to which a target is met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed achievement targets. Where multiple targets have been set, the degree to which targets are met will be weighted by the number of students covered in the targets. (see attached chart) |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well above BOCES developed expectations for achievement for grade / subject. 90% - 100% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results meet BOCES developed expectations for achievement for grade / subject. 51% - 89% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are below BOCES developed expectations for achievement for grade / subject. 36% - 50% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results well below BOCES developed expectations for achievement for grade / subject. 0% - 35% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |

## 3.6) Grades 6-8 Science

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 6 | Not applicable | N/A |
| 7 | 6(ii) School wide measure computed locally | STAR Reading Enterprise / STAR Math Enterprise - Grade 7 |
| 8 | 6(ii) School wide measure computed locally | STAR Reading Enterprise / STAR Math Enterprise - Grade 8 |

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. | The teachers will conference with the principal to establish achievement targets. Teacher scores will be based upon the degree to which targets have been met using the HEDI scoring chart. The degree to which a target is met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed achievement targets. Where multiple targets have been set, the degree to which targets are met will be weighted by the number of students covered in the targets. (see attached chart) |

| | |
|---|---|
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well above BOCES developed expectations for achievement for grade / subject. 90% - 100% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | RResults meet BOCES developed expectations for achievement for grade / subject. 51% - 89% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are below BOCES developed expectations for achievement for grade / subject. 36% - 50% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results well below BOCES developed expectations for achievement for grade / subject. 0% - 35% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |

## 3.7) Grades 6-8 Social Studies

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 6 | Not applicable | N/A |
| 7 | 6(ii) School wide measure computed locally | STAR Reading Enterprise / STAR Math Enterprise |
| 8 | 6(ii) School wide measure computed locally | STAR Reading Enterprise / STAR Math Enterprise |

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 teachers will conference with the principal to establish achievement targets. Teacher scores will be based upon the degree to which targets have been met using the HEDI scoring chart. The degree to which a target is met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed achievement targets. Where multiple targets have been set, the degree to which targets are met will be weighted by the number of students covered in the targets. (see attached chart) |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well above BOCES developed expectations for achievement for grade / subject. 90% - 100% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |

| | |
|---|---|
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results meet BOCES developed expectations for achievement for grade / subject. 51% - 89% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are below BOCES developed expectations for achievement for grade / subject. 36% - 50% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results well below BOCES developed expectations for achievement for grade / subject. 0% - 35% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |

## 3.8) High School Social Studies

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| Global 1 | 5) District, regional, or BOCES–developed assessments | Questar III BOCES developed Global 1 assessment |
| Global 2 | 5) District, regional, or BOCES–developed assessments | Questar III BOCES developed Global 2 assessment |
| American History | 5) District, regional, or BOCES–developed assessments | Questar III BOCES developed American History assessment |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The teachers will conference with the principal to establish achievement targets. Teacher scores will be based upon the degree to which targets have been met using the HEDI scoring chart. The degree to which a target is met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed achievement targets. Where multiple targets have been set, the degree to which targets are met will be weighted by the number of students covered in the targets. (see attached chart) |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well above BOCES developed expectations for achievement for grade / subject. 90% - 100% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |

| | |
|---|---|
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results meet BOCES developed expectations for achievement for grade / subject. 51% - 89% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are below BOCES developed expectations for achievement for grade / subject. 36% - 50% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results well below BOCES developed expectations for achievement for grade / subject. 0% - 35% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |

## 3.9) High School Science

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| Living Environment | 5) District, regional, or BOCES–developed assessments | Questar III BOCES developed Living Environment assessment |
| Earth Science | 5) District, regional, or BOCES–developed assessments | Questar III BOCES developed Earth Science assessment |
| Chemistry | 5) District, regional, or BOCES–developed assessments | Questar III BOCES developed Chemistry assessment |
| Physics | 5) District, regional, or BOCES–developed assessments | Questar III BOCES developed Physics assessment |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The teachers will conference with the principal to establish achievement targets. Teacher scores will be based upon the degree to which targets have been met using the HEDI scoring chart. The degree to which a target is met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed achievement targets. Where multiple targets have been set, the degree to which targets are met will be weighted by the number of students covered in the targets. (see attached chart) |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for | RResults are well above BOCES developed expectations for achievement for grade / subject. 90% - 100% of the students |

| | |
|---|---|
| grade/subject. | achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are below BOCES developed expectations for achievement for grade / subject. 36% - 50% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results meet BOCES developed expectations for achievement for grade / subject. 51% - 89% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results well below BOCES developed expectations for achievement for grade / subject. 0% - 35% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |

## 3.10) High School Math

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| Algebra 1 | 4) State-approved 3rd party assessments | STAR MATH Enterprise |
| Geometry | 4) State-approved 3rd party assessments | STAR MATH Enterprise |
| Algebra 2 | 4) State-approved 3rd party assessments | STAR MATH Enterprise |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The teachers will conference with the principal to establish achievement targets. Teacher scores will be based upon the degree to which targets have been met using the HEDI scoring chart. The degree to which a target is met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed achievement targets. Where multiple targets have been set, the degree to which targets are met will be weighted by the number of students covered in the targets. (see attached chart) |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well above BOCES developed expectations for achievement for grade / subject. 90% - 100% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for | Results meet BOCES developed expectations for achievement for grade / subject. 51% - 89% of the students achieve or exceed |

| | |
|---|---|
| grade/subject. | the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are below BOCES developed expectations for achievement for grade / subject. 36% - 50% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results well below BOCES developed expectations for achievement for grade / subject. 0% - 35% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |

## 3.11) High School English Language Arts

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| Grade 9 ELA | 4) State-approved 3rd party assessments | STAR Reading Enterprise |
| Grade 10 ELA | 4) State-approved 3rd party assessments | STAR Reading Enterprise |
| Grade 11 ELA | 4) State-approved 3rd party assessments | STAR Reading Enterprise |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The teachers will conference with the principal to establish achievement targets. Teacher scores will be based upon the degree to which targets have been met using the HEDI scoring chart. The degree to which a target is met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed achievement targets. Where multiple targets have been set, the degree to which targets are met will be weighted by the number of students covered in the targets. (see attached chart) |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well above BOCES developed expectations for achievement for grade / subject. 90% - 100% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results meet BOCES developed expectations for achievement for grade / subject. 51% - 89% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for | Results are below BOCES developed expectations for achievement for grade / subject. 36% - 50% of the students |

| | |
|---|---|
| grade/subject. | achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results well below BOCES developed expectations for achievement for grade / subject. 0% - 35% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |

## 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 |
|---|---|---|---|
| | Physical Education K - 12 | 5) District/regional/BOCES–developed | Questar III BOCES developed Grade Specific Physical Education assessment K-12 |
| | Art 7 - 12 | 5) District/regional/BOCES–developed | Questar III BOCES developed Grade Specific Art assessment 7 -12 |
| | CTE - Integrated ELA | 5) District/regional/BOCES–developed | STAR Reading Enterprise |
| | CTE - Integrated Math | 5) District/regional/BOCES–developed | STAR MATH Enterprise |
| | Special Education K – 12 | 5) District/regional/BOCES–developed | Questar III BOCES developed grade and subject specific assessments |
| | Health | 5) District/regional/BOCES–developed | Questar III BOCES-developed Assessment in Health |
| | Participation in Government | 5) District/regional/BOCES–developed | Qestar III BOCES-developed Assessment in Participation in Government |
| | All Other Courses | 4) State-approved 3rd party | STAR Reading Enterprise / STAR MATH Enterprise |
| | All Other Courses | 5) District/regional/BOCES–developed | Capital District / North Country JMT BOCES-developed CTE Assessment |

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The teachers will conference with the principal to establish achievement targets. Teacher scores will be based upon the degree to which targets have been met using the HEDI scoring chart. The degree to which a target is met for subcomponent |

| | |
|---|---|
| | scoring purposes will be based upon the percentage of students who achieve or exceed achievement targets. Where multiple targets have been set, the degree to which targets are met will be weighted by the number of students covered in the targets. (see attached chart) |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject. | Results are well above BOCES developed expectations for achievement for grade / subject. 90% - 100% of the students achieve or exceed the individual achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results meet BOCES developed expectations for achievement for grade / subject. 51% - 89% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are below BOCES developed expectations for achievement for grade / subject. 36% - 50% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results well below BOCES developed expectations for achievement for grade / subject. 0% - 35% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level. (see attached chart.) |

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

(No response)

## 3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/174465-y92vNseFa4/Questar III Locally Selected Measures of Student Achievement Rev 4-25-13 0-20 points.pdf

## 3.14) Locally Developed Controls

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

N/A

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

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

If educators have more than one locally selected measure, those measures will be combined into one HEDI rating and score for the local growth sub component.

Each measure will earn a score from 0-20 points (or 0-15 points if value added) which will be weighted proportionately based on the number of students covered by the measure.

## 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, September 11, 2012
Updated Monday, April 15, 2013

## Page 1

### 4.1) Teacher Practice Rubric

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

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

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

*Thoughtful Classroom Teacher Effectiveness Framework*

*(No response)*

### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

| | |
|---|---|
| Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points] | 40 |
| One or more observation(s) by trained independent evaluators | 0 |
| Observations by trained in-school peer teachers | 0 |
| Feedback from students using State-approved survey tool | 0 |
| Feedback from parents/caregivers using State-approved survey tool | 0 |
| Structured reviews of lesson plans, student portfolios and other teacher artifacts | 20 |

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

*(No response)*

## 4.3) Survey Tools (if applicable)

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

*(No response)*

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

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

## 4.4) Assurances

Please check all of the boxes below:

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

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

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

*The Thoughtful Classroom Framework shall be used to collect evidence of teacher effectiveness. Evidence of professional practice shall be obtained through multiple measures. These will include multiple classroom observations , pre and post conference materials as described in the Thoughtful Classroom Framework (40 points) and structured review of artifacts (20 points.)*

*Teachers will be rated on Dimensions 1 - 9 contained in the Thoughtful Classroom Framework. Points from multiple observations will be averaged / converted to a 40 point score.*

*This score will be added to points earned from structured review of artifacts (up to 20 points) based on the Thoughtful Classroom*

*Framework Dimensions 1 - 10, to get a total subcomponent score of up to 60 points.*

*All 10 Dimensions of the Thoughtful Classroom Teacher Rubric will be utilized and scored.*

*The final composite score will be a whole number.*
*(see Attachment D)*

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

*assets/survey-uploads/5091/174990-eka9yMJ855/Attachment D - Thoughtful Classroom scoring and chart 1-3-13.pdf*

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

| | |
|---|---|
| Highly Effective: Overall performance and results exceed NYS Teaching Standards. | Points from multiple observations will be averaged and converted as described in Attachment D in order to get a 0 - 40 point score. This score will be added to points earned from structured review of artifacts (up to 20 points) for a total subcomponent score. A subcomponent score of 54.0 – 60 is Highly Effective. In no instance will rounding rules cause a teacher to move into another performance category. |
| Effective: Overall performance and results meet NYS Teaching Standards. | Points from multiple observations will be averaged and converted as described in Attachment D in order to get a 0 - 40 point score. This score will be added to points earned from structured review of artifacts (up to 20 points) for a total subcomponent score. A subcomponent score of 45.0 – 53.99 is Effective. In no instance will rounding rules cause a teacher to move into another performance category. |
| Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. | Points from multiple observations will be averaged and converted as described in Attachment D in order to get a 0 - 40 point score. This score will be added to points earned from structured review of artifacts (up to 20 points) for a total subcomponent score. A subcomponent score of 36.0 – 44.99 is Developing. In no instance will rounding rules cause a teacher to move into another performance category. |
| Ineffective: Overall performance and results do not meet NYS Teaching Standards. | Points from multiple observations will be averaged and converted as described in Attachment D in order to get a 0 - 40 point score. This score will be added to points earned from structured review of artifacts (up to 20 points) for a total subcomponent score. A subcomponent score of 0 – 35.99 is Ineffective. In no instance will rounding rules cause a teacher to move into another performance category. |

Provide the ranges for the 60-point scoring bands.

| | |
|---|---|
| Highly Effective | 54.0 - 60 |

| | |
|---|---|
| Effective | 45.0 - 53.99 |
| Developing | 36.0 - 44.99 |
| Ineffective | 0 - 35.99 |

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

| | |
|---|---|
| 4.6) Observations of Probationary Teachers \| Formal/Long | 3 |
| 4.6) Observations of Probationary Teachers \| Informal/Short | 0 |
| 4.6) Observations of Probationary Teachers \| 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?

- Not Applicable

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

| | |
|---|---|
| 4.7) Observations of Tenured Teachers \| Formal/Long | 2 |

| | |
|---|---|
| 4.7) Observations of Tenured Teachers \| Informal/Short | 0 |
| 4.7) Observations of Tenured Teachers \| Total | 2 |

By trained in-school peer teachers or other trained reviewers

| | |
|---|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

Independent evaluators

| | |
|---|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

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

- In Person

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

- Not Applicable

# 5. Composite Scoring (Teachers)

Created Wednesday, September 12, 2012
Updated Friday, January 04, 2013

## Page 1

**Standards for Rating Categories**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(Teacher and Leader standards)**

**Highly**

**Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

**Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

**Developing**

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

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

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

**Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

| | |
|---|---|
| Highly Effective | 54.0 - 60 |
| Effective | 45.0 - 53.99 |
| Developing | 36.0 - 44.99 |
| Ineffective | 0 - 35.99 |

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Wednesday, September 12, 2012
Updated Friday, January 04, 2013

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

*assets/survey-uploads/5265/175793-Df0w3Xx5v6/QIII TEACHER IMPROVEMENT PLAN -final ATT E.pdf*

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Appeals process*
*An appeals process is established by which a tenured classroom teacher may appeal in accordance with Education Law 3012-c and this APPR Plan. A tenured classroom teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal.*

*APPR Subject to Appeal Procedure*

*Any tenured classroom teacher aggrieved by a composite APPR rating of either "ineffective" or "developing" may appeal that APPR.*

*In accordance with Education Law §3012-c (5), an APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding until the appeal process is concluded.*

*Grounds for an Appeal*

*An appeal may be filed by a tenured classroom teacher in accordance with Education Law 3012-c and this APPR Plan based upon one or more of the following grounds:*

*a. The substance of the Annual Professional Performance Review;*

*b. Questar III BOCES' failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;*

*c. Questar III BOCES' failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;*

*d. Questar III BOCES' failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.*

*Notification of the Appeal*

*In order to be timely, the notification of the APPR appeal shall be filed, in writing, within ten (10) calendar days after the tenured classroom teacher has received the composite APPR score. Notification of the appeal shall be provided to the District Superintendent or his designee and the Association President. The notice shall include a statement of the grounds for appeal and any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the appeal. Material not submitted at the time the notice of appeal is filed shall not be considered in the deliberations relating to the resolution of the appeal. All appeals shall be date-stamped by the Office of District Superintendent.*

*Supervising Administrator's Written Response to Appeal*

*Within ten (10) calendar days of receipt of an appeal, the evaluating administrator must Federal Express or overnight mail, a detailed written response to the classroom teacher making the appeal. A copy shall be provided to the Office of District Superintendent and the Association President at the same time. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.*

*Decisions on Appeal*

*Step 1 – Conference with the evaluating administrator. The tenured classroom teacher filing the appeal shall have the opportunity to have a conference with the evaluating administrator no later than five (5) calendar days after the teacher receives the written response. The classroom teacher shall notify the Association representative that he or she seeks a conference. The bargaining unit member shall upon request be entitled to an Association representative being present. The conference shall be an informal meeting to discuss the evaluation and the areas of dispute. If the bargaining unit member is not satisfied with the outcome, he/she may proceed to the second step. The second step shall be initiated by the unit member notifying the District Superintendent in writing, within five (5) calendar days of the conclusion of the conference, that the appeal be submitted to the APPR Review Committee.*

*Step 2 – APPR Review Committee. The Committee shall be composed of four members as follows:*

*a. Two (2) certified administrators, appointed by the District Superintendent or his/her designee. The administrator who prepared the APPR or TIP under appeal shall not be appointed to the Committee.*

*b. Two (2) certified teachers appointed by the President of the Association or his/her designee.*

*c. The District Superintendent and the President of the Association may select members of the APPR Committee who are not current Questar III employees.*

*Each member of the committee shall make a written recommendation to the District Superintendent, the Association President, and the*

*employee no later than ten (10) calendar days from the filing of the Step 2 appeal.*

*Step 3 – District Superintendent*

*Appeals shall be decided in a final and binding manner by the District Superintendent no later ten (10) calendar days from receipt of all written recommendations of the APPR Review committee.*

*The decision of the District Superintendent shall not be reviewable in any forum.*

*The District Superintendent shall have the authority to rescind, modify, or affirm the APPR evaluation or TIP, as the case may be. A new evaluation may be ordered where appropriate.*

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

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

*Questar III will provide or make available training for evaluators to be certified as lead evaluators. Questar III intends that all principals will be certified as lead evaluators of teachers. Other administrators may be trained and certified as necessary or desirable.*

*Training in evidence-based observations was provided to evaluators through BOCES-provided regional training (2 day training). Training in the understanding and use of the Thoughtful Classroom Framework (2 day training) was provided by the vendor. The remaining elements of training will be provided to evaluators during the 2012/13 school year, with completion and certification prior to the completion of summative evaluations.*

*Questar III will work to ensure that lead evaluators maintain inter-rater reliability over time in accordance with NYSED guidance; that they are re-certified on a periodic basis; and receive updated training on any changes in the law, regulations, the APPR plan or applicable collective bargaining agreements.*

*The Questar III director of human resources will compile and maintain training records for evaluators. The District Superintendent will recommend evaluators to be certified or re-certified as lead evaluators to the Board of Education where there is evidence that the evaluator has completed all required elements of training. Records of board certification or re-certification of lead evaluators will be maintained by the director of human resources for Questar III.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

# 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, September 26, 2012
Updated Thursday, May 02, 2013

## Page 1

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

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

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

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

| | |
|---|---|
| | Principal - George Washington Academy / District based K -12 |
| | Principal - Sackett Education Center / District based K - 12 |
| | Principal - Rensselaer Academy / District based PreK - 12 |
| | Principal - Catskill Academy 6 - 12 |
| | (No response) |
| | (No response) |
| | (No response) |

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

| School or Program Type | SLO with Assessment Option | Name of the Assessment |
|---|---|---|
| Rensselaer Career and Technical Education Center Grades 11-12 | District, regional, or BOCES-developed | Capital District / North Country JMT BOCES-developed CTE Assessments - Grades 11-12 |
| Columbia Greene Career and Technical Education Center Grades 11-12 | District, regional, or BOCES-developed | Capital District / North Country JMT BOCES-developed CTE Assessments - Grades 11-12 |

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

| | |
|---|---|
| Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below. | The development of the SLO's for all students will be overseen by the supervising administrator for each building or program. The BOCES will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the building SLO's. Each SLO will be aligned with the Common Core or State Standards, as well as any school or district priorities. As per NYS Education regulations, principal scores will be based upon the percentages of students who achieve or exceed growth goals. The pre-assessment will be administered at the interval time defined in the SLO. The SLO will assess the most important learning for the course. The post-assessment will be administered during the time-interval selected. Supervising administrators will assign points in accordance with the BOCES HEDI criteria, based upon percentage of students that achieve or exceed growth goals. (see chart) |
| Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test). | Results are well above state average for similar student (or BOCES goals if no state test). 90% - 100% of the students achieve or exceed the growth goals determined in the SLO. (see attached chart) |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | Results meet state average for similar student (or BOCES goals if no state test). 51% - 89% of the students achieve or exceed the |

| | |
|---|---|
| | growth goals determined in the SLO. (see attached chart) |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | Results are below state average for similar student (or BOCES goals if no state test). 36% - 50% of the students achieve or exceed the growth goals determined in the SLO. (see attached chart) |
| Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test). | Results are well below state average for similar student (or BOCES goals if no state test). 0% - 35% of the students achieve or exceed the growth goals determined in the SLO. (see attached chart) |

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/5365/182534-lha0DogRNw/Questar III Growth on State Assessments or Comp Measures 4-25-13.pdf

## 7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

| | |
|---|---|
| 7.6) Assurances -- Comparable Growth Measures \| Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures. | Checked |
| 7.6) Assurances -- Comparable Growth Measures \| Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws. | Checked |
| 7.6) Assurances -- Comparable Growth Measures \| Assure that procedures for ensuring data accuracy and integrity are being utilized. | Checked |

| | |
|---|---|
| 7.6) Assurances -- Comparable Growth Measures \| Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html. | Checked |
| 7.6) Assurances -- Comparable Growth Measures \| Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction. | Checked |
| 7.6) Assurances -- Comparable Growth Measures \| Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range. | Checked |
| 7.6) Assurances -- Comparable Growth Measures \| Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. | Checked |

# 8. Local Measures (Principals)

Created Friday, September 28, 2012
Updated Wednesday, January 09, 2013

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

| | Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|---|
| | George Washington Academy / District based K -12 | (d) measures used by district for teacher evaluation | STAR Reading Enterprise / STAR MATH Enterprise |
| | Sackett Educational Center / District based K - 12 | (d) measures used by district for teacher evaluation | STAR Reading Enterprise / STAR MATH Enterprise |
| | Rensselaer Academy / District based PreK - 12 | (d) measures used by district for teacher evaluation | STAR Reading Enterprise / STAR MATH Enterprise |
| | Catskill Academy 6 - 12 | (d) measures used by district for teacher evaluation | STAR Reading Enterprise / STAR 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.*

| | |
|---|---|
| Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below. | The building principal will collaborate with the supervising administrator to establish building achievement targets. Building principal scores will be based upon the degree to which building targets have been met using the HEDI scoring chart. The degree to which an achievement target is met for subcomponent scoring purposes will be based upon th percentage of students who achieve or exceed the achievement targets. Where multiple measures have been set, the degree to which targets are met will be weighted by the number of students covered in the targets |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well above BOCES developed expectations for achievement. 90% - 100% of the students achieve or exceed the target established. (see attached chart) |

| | |
|---|---|
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results meet BOCES developed expectations for achievement. 53% - 89% of the students achieve or exceed the target established. (see attached chart) |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are below BOCES developed expectations for achievement. 33% - 52% of the students achieve or exceed the target established. (see attached chart) |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well below BOCES developed expectations for achievement. 0% - 32% of the students achieve or exceed the target established. (see attached chart) |

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

*(No response)*

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

*assets/survey-uploads/5366/183625-qBFVOWF7fC/Questar III Locally Selected Measures of Student Achievement Principals 12-27-12 0-15 points.pdf*

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

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

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

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

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

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

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

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

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

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

*with high school grades*

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| Rensselaer Career and Technical Education Center Grades 11-12 | (d) measures used by district for teacher evaluation | Capital District / North Country JMT BOCES-developed CTE Assessments (Grades 11-12) / STAR Reading Enterprise / STAR MATH Enterprise |
| Columbia Greene Career and Technical Education Center Grades 11-12 | (d) measures used by district for teacher evaluation | Capital District / North Country JMT BOCES-developed CTE Assessments (Grades 11-12) / STAR Reading Enterprise / STAR 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.*

| | |
|---|---|
| Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below. | The building principal will collaborate with the supervising administrator to establish building achievement targets. Historical achievement and pre-assessment data will be used to establish baseline data. Building principal scores will be based upon the degree to which building targets have been met using the HEDI scoring chart. The degree to which an achievement target is met for subcomponent scoring purposes will be based upon the percentage of |

| | |
|---|---|
| | students who achieve or exceed the achievement targets. Where multiple measures have been set, the degree to which targets are met will be weighted by the number of students covered in the targets. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well above BOCES developed expectations for achievement. 90% - 100% of the students achieve or exceed the target established. (see attached chart) |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results meet BOCES developed expectations for achievement. 51% - 89% of the students achieve or exceed the target established. (see attached chart) |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are below BOCES developed expectations for achievement. 36% - 50% of the students achieve or exceed the target established. (see attached chart) |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well below BOCES developed expectations for achievement. 0% - 35% of the students achieve or exceed the target established. (see attached chart) |

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/5366/183625-T8MlGWUVm1/HEDI Criteria Charts Locally Selected Measures Principals 12-27-12 0-20 points.pdf*

## 8.3) Locally Developed Controls

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

*N/A*

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

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

*If principals have more than one locally selected measure, those measures will be combined into one HEDI rating and score for the local growth sub component.*

*Each measure will earn a score from 0-20 points (or 0-15 points if value added) which will be weighted proportionately based on the number of students covered by the measure.*

## 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 Friday, September 28, 2012
Updated Friday, April 26, 2013

## Page 1

### 9.1) Principal Practice Rubric

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

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

McRel Principal Evaluation System

(No response)

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

| | |
|---|---|
| Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points] | 60 |
| Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. | 0 |

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

(No response)

## 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

| | |
|---|---|
| 9.3) Assurances -- Goals \| Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric. | (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 posted, this form will be updated with dropdown menus of approved survey tools.

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

The McREL approved rubric shall be used to collect evidence of a principal's leadership and management actions. Such evidence is aligned with the Educational Leadership Policy Standards (2008) as adopted by the National Policy Board for Educational Administration (ISLLC):
(1) Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all stakeholders;
(2) Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
(3) Ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment;
(4) Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources;
(5) Acting with integrity, fairness, and in an ethical manner; and
(6) Understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Points HEDI Ratings
Sixty (60) points allocated to Other Measures of Assessment will be based upon school visits as follows: 60 points based upon the compilation of evidence obtained during school visits and post-visit discussions utilizing the McREL Rubric.
The McREL Principal Evaluation Rubric identifies three broad areas of Principals' responsibilities:
• Principal Leadership Responsibilities Associated with Managing Change
• Principal Responsibilities Associated with Focus of Leadership
• Principal Responsibilities Associated with Purposeful Community
Each of the three broad areas identifies seven sub-components, for a total of 21 sub-components of evaluation in the McREL Rubric. The conversion to New York State rating categories is applied to the 21 sub-components of evaluation under the McREL Rubric, in accordance with the NYSED approved rubric directions (see attachment)

Subcomponents will be scored on a 0 - 4 point scale.

The range of summative scores within the Rubric will be a minimum of 0 (21 X 0) to a maximum of 84 (21 X 4). The summative raw score a principal receives shall be converted to the 60 points scoring range, by multiplying the raw score by 0.71 and normal rounding rules will apply. For example, a raw score of 65 X 0.71 = 46.15 for a converted score of 47. (see attachment)

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/5143/183627-pMADJ4gk6R/QIII McREL Scoring Chart 1-3-13.pdf

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

| | |
|---|---|
| Highly Effective: Overall performance and results exceed standards. | Points from multiple school visits for a total sub-component score. A sub-component score of 53 - 60 is highly effective. |
| Effective: Overall performance and results meet standards. | Points from multiple school visits for a total sub-component score. A sub-component score of 45 - 52 is effective. |
| Developing: Overall performance and results need improvement in order to meet standards. | Points from multiple school visits for a total sub-component score. A sub-component score of 30 - 44 is developing. |
| Ineffective: Overall performance and results do not meet standards. | Points from multiple school visits for a total sub-component score. A sub-component score of 0 - 29 is ineffective. |

Please provide the locally-negotiated 60 point scoring bands.

| | |
|---|---|
| Highly Effective | 53 - 60 |
| Effective | 45 - 52 |
| Developing | 30 - 44 |
| Ineffective | 0 - 29 |

## 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 | 1 |
| By trained administrator | 3 |
| By trained independent evaluator | 0 |
| Enter Total | 4 |

**Tenured Principals**

| | |
|---|---|
| By supervisor | 1 |
| By trained administrator | 2 |
| By trained independent evaluator | 0 |
| Enter Total | 3 |

# 10. Composite Scoring (Principals)

Created Friday, September 28, 2012
Updated Friday, January 04, 2013

## Page 1

**Standards for Rating Categories**

**Growth or Comparable Measures**

**Locally-selected  Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(Teacher and Leader standards)**

**Highly**

**Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

**Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

**Developing**

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

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

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

**Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**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 | 53 - 60 |
| Effective | 45 - 52 |
| Developing | 30 - 44 |
| Ineffective | 0 - 29 |

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Friday, September 28, 2012
Updated Friday, January 04, 2013

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in your school district or BOCES. For a list of supported file types, go to the Resources folder (above) and click Technical Tips.

*assets/survey-uploads/5276/183685-Df0w3Xx5v6/PRINCIPAL IMPROVEMENT PLAN QUESTAR III 9-28-12.pdf*

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*In order to be timely, the notification of the APPR appeal shall be filed, in writing, within ten (10) calendar days after the tenured principal has received the composite APPR score. Notification of the appeal shall be provided to the District Superintendent or his designee. The notice shall include a statement of the grounds for appeal and any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the appeal. Material not submitted at the time the notice of appeal is filed shall not be considered in the deliberations relating to the resolution of the appeal.*

*Supervising Administrator's written response to Appeal*

*Within ten (10) calendar days of receipt of an appeal, the evaluating administrator must Federal Express or overnight mail, a detailed written response to the tenured principal making the appeal. A copy shall be provided to the Office of District Superintendent at the same time. The response must include any and all additional documents or written materials that are specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.*

*Decisions on Appeal*

*Step 1 – Conference with the evaluating administrator.*

*The tenured principal filing the appeal shall have the opportunity to have a conference with the evaluating administrator no later than five (5) calendar days after the evaluating administrator submits the written response. The conference shall be an informal meeting to discuss the evaluation and the areas of dispute. If the tenured principal is not satisfied with the outcome, he/she may appeal to the District Superintendent, in writing, within five (5) calendar days of the conclusion of the conference.*

*Step 2 – District Superintendent.*

*Prior to rendering a determination, the District Superintendent has the discretion to convene a panel of certified administrators, other than the evaluating administrator for the matter being appealed, to review the appeal and prepare recommendation(s) to the District Superintendent.*

*Appeals shall be decided in a final and binding manner by the District Superintendent no later than twenty (20) calendar days from receipt of appeal.*

*The decision of the District Superintendent shall not be reviewable in any forum. The District Superintendent shall have the authority to rescind, modify, or affirm the APPR evaluation or PIP, as the case may be. A new evaluation may be ordered where appropriate.*

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

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

*Questar III BOCES will provide or make available training for evaluators to be certified as lead evaluators. Questar III intends that all supervisors of principals will be certified as lead evaluators of principals. Other administrators may be trained and certified as necessary or desirable.*

*Training in evidence-based observations was provided to evaluators through BOCES-provided regional training (2 day training). Training in the understanding and use of the McREL Principal Evaluation System (2 day training) was provided by a BOCES McREL certified trainer. The remaining elements of training will be provided to evaluators during the 2012/13 school year, with completion and certification prior to the completion of summative evaluations.*

*Questar III will work to ensure that lead evaluators maintain inter-rater reliability over time in accordance with NYSED guidance; that they are re-certified on a periodic basis; and receive updated training on any changes in the law, regulations or the APPR plan.*

*The Questar III director of human resources will compile and maintain training records for evaluators. The District Superintendent will recommend evaluators to be certified or re-certified as lead evaluators to the Board of Education where there is evidence that the evaluator has completed all required elements of training. Records of board certification or re-certification of lead evaluators will be maintained by the director of human resources for Questar III.*

## 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 | Checked |

| | |
|---|---|
| writing, no later than the last school day of the school year for which the principal is being measured. | |
| 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 Thursday, September 27, 2012
Updated Friday, May 10, 2013

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## Page 1

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

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

assets/survey-uploads/5581/182855-3Uqgn5g9Iu/Questar Joint Certification Form 5-10-13.pdf

### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

**Form 2.10) All Other Courses**

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

| | Course(s) or Subject(s) | Option | Assessment |
|---|---|---|---|
| | Auto Services<br>I & II | ○ State Assessment<br>○ State-approved 3rd party assessment<br>● District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | Capital District / North Country JMT BOCES-developed CTE Assessment in Auto Technology |
| | Building Trades<br>I & II | ○ State Assessment<br>○ State-approved 3rd party assessment<br>● District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | Capital District / North Country JMT BOCES-developed CTE Assessment in Construction Trades |
| | Career Exploration | ○ State Assessment<br>○ State-approved 3rd party assessment<br>● District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | Capital District / North Country JMT BOCES-developed CTE Assessment in Career Exploration |
| | CTE - Integrated ELA | ○ State Assessment<br>● State-approved 3rd party assessment<br>○ District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | STAR Reading Enterprise |

**Form 2.10) All Other Courses**

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

| | Course(s) or Subject(s) | Option | Assessment |
|---|---|---|---|
| | CTE - Integrated Math | ○ State Assessment<br>● State-approved 3rd party assessment<br>○ District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | STAR Math Enterprise |
| | CTE - Integrated Science | ○ State Assessment<br>○ State-approved 3rd party assessment<br>● District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | Capital District / North Country JMT BOCES-developed CTE Assessment in Science |
| | Economics | ○ State Assessment<br>○ State-approved 3rd party assessment<br>● District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | Questar III BOCES-developed Assessment in Economics |
| | French Culture | ○ State Assessment<br>○ State-approved 3rd party assessment<br>● District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | Questar III BOCES – developed Assessment in French Culture |

**Form 2.10) All Other Courses**

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

| | Course(s) or Subject(s) | Option | Assessment |
|---|---|---|---|
| | Health & Emergency Medical Careers | ○ State Assessment<br>○ State-approved 3rd party assessment<br>● District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | Capital District / North Country JMT BOCES-developed CTE Assessment in Medical Assisting |
| | Heating, Ventilation, Air Conditioning I & II | ○ State Assessment<br>○ State-approved 3rd party assessment<br>● District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | Capital District / North Country JMT BOCES-developed CTE Assessment in HVAC |
| | Hotel & Lodging | ○ State Assessment<br>○ State-approved 3rd party assessment<br>● District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | Capital District / North Country JMT BOCES-developed CTE Assessment in Culinary |
| | Introduction to Food Services | ○ State Assessment<br>○ State-approved 3rd party assessment<br>● District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | Capital District / North Country JMT BOCES-developed CTE Assessment in Culinary |

**Form 2.10) All Other Courses**

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

| | Course(s) or Subject(s) | Option | Assessment |
|---|---|---|---|
| | Mechanical Technologies I & II | ○ State Assessment<br>○ State-approved 3rd party assessment<br>● District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | Capital District / North Country JMT BOCES-developed CTE Assessment in Mechanical Technology |
| | New Visions – STEM (Advanced Engineering, Advanced Physics, | ○ State Assessment<br>○ State-approved 3rd party assessment<br>● District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | Capital District / North Country JMT BOCES-developed CTE Assessment in New Visions - STEM |
| | New Visions – Visual & Performing Arts (Art Production, Arts to Examine Literature, Examining Issues Through Literature, Experience Arts) | ○ State Assessment<br>○ State-approved 3rd party assessment<br>● District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | Capital District / North Country JMT BOCES-developed CTE Assessment in New Visions – Visual & Performing Arts |
| | New Visions – Scientific Research & World Health (Introduction to Public Health, Methods in Biotechnology | ○ State Assessment<br>○ State-approved 3rd party assessment<br>● District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | Capital District / North Country JMT BOCES-developed CTE Assessment in New Visions – Health Careers |

**Form 2.10) All Other Courses**

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

| | Course(s) or Subject(s) | Option | Assessment |
|---|---|---|---|
| | Welding / Metal Fabrication I & II | ○ State Assessment<br>○ State-approved 3rd party assessment<br>● District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | Capital District / North Country JMT BOCES-developed CTE Assessment in Welding |
| | Health | ○ State Assessment<br>○ State-approved 3rd party assessment<br>● District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | Questar III BOCES developed Assessment in Health |
| | Participation in Government | ○ State Assessment<br>○ State-approved 3rd party assessment<br>● District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | Questar III BOCES developed Assessment in Participation in Government |
| | Special Education<br>K -12 | ● State Assessment<br>○ State-approved 3rd party assessment<br>○ District, Regional or BOCES-developed<br>○ School/BOCES-wide/group/team results based on State | NYS Alternate Assessment |

# HEDI Criteria Chart

## Questar III Growth on State Assessments or Comparable Measures for Teachers

| HIGHLY EFFECTIVE | | | EFFECTIVE | | | | | | | | | DEVELOPING | | | | | | INEFFECTIVE | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 97%-100% | 93% - 96% | 90% - 92% | 86% - 89% | 82% - 85% | 77% - 81% | 72% - 76% | 67% - 71% | 63% - 66% | 59% - 62% | 55% - 58% | 51% - 54% | 49% - 50% | 47% - 48% | 44% - 46% | 41% - 43% | 38% - 40% | 36% - 37% | 22% - 35% | 16% - 21% | 0%-15% |

The development of the Student Learning Objectives will be overseen by the building principal for each building or program. The BOCES will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the individual Student Learning Objectives. Each SLO will be aligned with the Common Core or State Standards. As per the NYS Education regulations, teacher scores will be based upon the percentages of students who achieve or exceed individual growth goals. The pre-assessment will be administered at the beginning of the interval time defined in the SLO. The SLO will assess the most important learning for the course. The post-assessment will be administered during the time-interval selected. Administrators will assign points in accordance with the BOCES HEDI percentages of students who achieve or exceed individual growth goals, above.

Highly Effective (18-20 points) Results are well-above state average for similar students (or BOCES goals if no state test). 90%-100% of the students achieve or exceed the individual growth goals determined in the Student Learning Objective.

Effective (9-17 points) Results meet state average for similar students (or BOCES goals if no state test). 51% - 89% of the students achieve or exceed the individual growth goals determined in the Student Learning Objective.

Developing (3-8 points) Results are below state average for similar students (or BOCES goals if no state test). 36% - 50% of the students achieve or exceed the individual growth goals determined in the Student Learning Objective.

Ineffective (0-2 points) Results are well-below state average for similar students (or BOCES goals if no state test). 0% - 35% of the students achieve or exceed the individual growth goals determined in the Student Learning Objective.

**Questar III Locally Selected Measures of Student Achievement –Targets (0-15 points)**

| HIGHLY EFFECTIVE | | EFFECTIVE | | | | | | DEVELOPING | | | | | INEFFECTIVE | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 96% - 100% | 90% - 95% | 83% - 89% | 78% - 82% | 71% - 77% | 65% - 70% | 60% - 64% | 53% - 59% | 50% - 52% | 46% - 49% | 42% - 45% | 38% - 41% | 33% - 37% | 28% - 32% | 16 % - 27% | 0% - 15% |

The teachers will conference with the principal to establish achievement targets. Teacher scores will be based upon the degree to which the targets have been met using the HEDI scoring chart, above. The degree to which the targets have been met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed achievement targets. Where multiple targets have been set the degree to which targets are met will be weighted by number of students covered in the targets. For classroom teachers grades K through 8, targets will be set for ELA and Math. For classroom teachers (special education) grades 9 through 12, targets will be set for ELA and/or Math, depending upon teacher assignment, and at least one additional subject, depending upon assignment. For classroom teachers (CTE) targets will be set for subject(s) taught.

Highly Effective (14-15 points) Results are well-above BOCES developed expectations for achievement for grade/subject. 90%-100% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level.

Effective (8-13 points) Results meet BOCES developed expectations for achievement for grade/subject. 53% - 89% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level.

Developing (3-7 points) Results are below BOCES developed expectations for achievement for grade/subject. 33% - 52% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level.

Ineffective (0-2 points) Results are well-below BOCES developed expectations for achievement for grade/subject. 0% - 32% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level.

**Questar III Locally Selected Measures of Student Achievement –Targets (0-20 points)**

| HIGHLY EFFECTIVE | | | EFFECTIVE | | | | | | | | | DEVELOPING | | | | | | INEFFECTIVE | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 97% - 100% | 93% - 96% | 90% - 92% | 86% - 89% | 82% - 85% | 77% - 81% | 72% - 76% | 67% - 71% | 63% - 66% | 59% - 62% | 55% - 58% | 51% - 54% | 49% - 50% | 47% - 48% | 44% - 46% | 41% - 43% | 38% - 40% | 36% - 37% | 22% - 35% | 16% - 21% | 0%- 15% |

The teachers will conference with the principal to establish achievement targets. Teacher scores will be based upon the degree to which the targets have been met using the HEDI scoring chart, above. The degree to which the targets have been met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed achievement targets. Where multiple targets have been set the degree to which targets are met will be weighted by number of students covered in the targets. For classroom teachers grades K through 8, targets will be set for ELA and Math. For classroom teachers (special education) grades 9 through 12, targets will be set for ELA and/or Math, depending upon teacher assignment, and at least one additional subject, depending upon assignment. For classroom teachers (CTE) targets will be set for subject(s) taught.

Highly Effective (18-20 points) Results are well-above BOCES developed expectations for achievement for grade/subject. 90%-100% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level.

Effective (9-17 points) Results meet BOCES developed expectations for achievement for grade/subject. 51% - 89% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level.

Developing (3-8 points) Results are below BOCES developed expectations for achievement for grade/subject. 36% - 50% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level.

Ineffective (0-2 points) Results are well-below BOCES developed expectations for achievement for grade/subject. 0% - 35% of the students achieve or exceed the achievement targets on a comparable exam for their subject/grade level.

**ATTACHMENT D**

SCORING OF OTHER MEASURES SUBCOMPONENT USING THE THOUGHTFUL CLASSROOM FRAMEWORK (60 points)

The Thoughtful Classroom Framework consists of ten Dimensions of teaching practice:

1. Organization, Rules, and Procedures
2. Positive Relationships
3. Engagement and Enjoyment
4. A Culture of Thinking and Learning
5. Preparing Students for New Learning
6. Presenting New Learning
7. Deepening and Reinforcing New Learning
8. Applying New Learning
9. Reflecting on and Celebrating New Learning
10. Professional Practice

All ten Dimensions will be utilized when scoring under this Other Measures Subcomponent.

*Observations (40 points)*

Dimensions 1, 2, 3, and 4 compose the Four Cornerstones of Effective Teaching that represent the universal elements of quality instruction and should be evident in the classroom at every observation. Dimensions 1, 2, 3 and 4 will be scored using a 0-4 point scale (see chart below) at each observation. Scores for Dimensions 1-4 will be converted to a 0-5 point scale using a multiplier of 1.25 in order to convert to 0-20 point scale as follows: Points from Dimensions composing the Four Cornerstones of Effective Teaching from multiple observations will be added together . This number will be divided by the number of observations to obtain an average score for Dimensions 1-4. This number will multiplied by 1.25 to obtain a converted score (0-20 points).

Dimensions 5, 6, 7, 8, and 9 compose the Five Episodes of Effective Instruction ("Episodes") that represent the elements of quality instruction that unfold throughout the instructional sequence. One or more of these Episodes should be observed during an observation. During the pre-observational conference (for announced observations) the teacher will identify the learning goals and Episode(s) to be observed. The evaluator will score identified Episodes during such evaluation as well as any other Episodes observed. During unannounced evaluations, the evaluator will score Episodes observed.
Teachers in their first two years of probation are expected to demonstrate, over the two year period, all Five Episodes of Effective Instruction during announced observations.

Dimensions 5, 6, 7, 8, and 9 will be scored using a 0- 4 point scale (see chart below). Points from Dimensions composing the Five Episodes of Effective Instruction (Dimensions 5-9) from multiple observations will be converted to a 0-5 point scale using a multiplier of 5.0 in order to convert to 0 – 20 point scale as follows: Points from Dimensions 5-9 over multiple observations will be added together. This number will be divided by the number of scores received for

Dimensions 5-9 over multiple observations to obtain an average score for Dimensions 5-9. This number will be multiplied by 5.0 to obtain a converted score (0-20 points).

**Total score for observations (0-40 points)** will be the sum of the 0-20 point score for Dimensions 1-4 and the 0-20 point score for Dimensions 5-9.

*Scoring using the Thoughtful Classroom Framework*

Observations will be assessed and scored (0-4) using the Thoughtful Classroom Framework rubric as approved by NYSED (with the evaluation categories converted to the NYSED required evaluation categories) as follows:

| Points | Thoughtful Classroom | New York State Required |
|---|---|---|
| 0 | …. | No evidence shown |
| 1 | Novice | Ineffective |
| 2 | Developing | Developing |
| 3 | Proficient | Effective |
| 4 | Expert | Highly Effective |

*Structured Review of Artifacts (20 points)*

The teacher may obtain up to 15 points based upon a portfolio demonstrating evidence of professional practices to include (1) student work; and (2) sample lesson plans, plan books or Atlas Curriculum mapping. The teacher will demonstrate that portfolio evidence relates to one or more of the Five Episodes of Effective Instruction (Dimensions 5, 6, 7, 8, and/or 9). Portfolio evidence will be scored on a 0-4 point scale by Dimension demonstrated. Multiple scores will be added together to obtain an average score for Portfolio Evidence. The average score will be multiplied by 3.75 to be converted to 0-15 points.

The teacher may obtain up to 5 points for Dimension 10 – Professional Practice - based upon presenting evidence of completing professional development and demonstrating implementation of professional development into practice (for example, demonstrate how learnings from professional development are utilized in lesson plans; evidence of teacher-led workshop or activity; student work samples.) The evaluator will use the Thoughtful Classroom Administrator's Observation Guide rubric "Observing Dimension Ten: Non-Instructional Professional Practice" for evaluating such evidence which will be scored on a 0-4 point scale. This score will be multiplied by 1.25 to be converted to 0-5 points.

*Summative Score for the Other Measures of Teaching Effectiveness Subcomponent*

The summative score for the Other Measures of Teaching Effectiveness subcomponent will be the sum of: the total score for observations (0-40 points); and the Structured Review of Artifacts (0—20 points) for a total Subcomponent score of 0 – 60 points.

Rounding Rules: Any score that is other than a whole number will be carried out to three decimal points and rounded up, where applicable, to two decimal points provided, however, that in no instance will rounding up result in moving the teacher to a higher HEDI rating for this Subcomponent

**TOTAL SCORING RANGES FOR OTHER MEASURES SUBCOMPONENT: 0-60**

*HEDI Bands for the Other Measures of Teaching Effectiveness Subcomponent*

The following HEDI bands will apply to the summative score for teachers' Other Measures of Teaching Effectiveness subcomponent (0-60):

| HEDI Band | Scoring Range – Other Measures |
|---|---|
| Highly Effective (H) | 54.0 – 60 |
| Effective (E) | 45.0 – 53.99 |
| Developing (D) | 36.0 – 44.99 |
| Ineffective (I) | 0 – 35.99 |

**ATTACHMENT E**

TEACHER IMPROVEMENT PLAN

Teacher: _____ Date: _____

Evaluator: _____

**1. The following areas have been identified as areas in need of improvement through:**
**[ ] Observation on date _____ or**
**[ ] Annual professional performance review evaluation**

| Dimension | Narrative Description of Area in Need of Improvement |
|---|---|
| **Dimension 1: Organization, Rules and Procedures** | |
| **Dimension 2: Positive Relationships** | |
| **Dimension 3: Engagement and Enjoyment** | |
| **Dimension 4: Culture of Thinking and Learning** | |
| **Dimension 5: Preparing Students for New Learning** | |
| **Dimension 6: Presenting New Learning** | |
| **Dimension 7: Deepening Learning** | |
| **Dimension 8: Applying Learning** | |
| **Dimension 9: Helping Students Reflect on and Celebrate Learning** | |
| **Dimension 10: Non-instructional Professional Practice** | |

**2. The following steps and/or activities will support improvement by Area in Need of Improvement identified in #1, above.**

**Area 1: < *Narrative Description of Area in Need of Improvement*>**

- *Expectation of Professional Performance (Provide a brief description of expectations for professional performance and effective teaching):*

- *Steps/Activities to Achieve Results (Identify resources for improvement which could include: individuals providing support, outside readings, observations, feedback from evaluator, professional development opportunities. ):*

- *Assessment of Progress (Describe how progress toward improvement will be assessed and when. Include timeframes for completion of steps/activities and assessment of progress, including interim benchmarks where appropriate. See "Log" form, attachment A):*

**Area 2: < *Narrative Description of Area in Need of Improvement*>**

- *Expectation of Professional Performance (Provide a brief description of expectations for professional performance and effective teaching):*

- *Steps/Activities to Achieve Results (Identify resources for improvement which could include: individuals providing support, outside readings, observations, feedback from evaluator, professional development opportunities. ):*

- *Assessment of Progress (Describe how progress toward improvement will be assessed and when. Include timeframes for completion of steps/activities and assessment of progress, including interim benchmarks where appropriate. See "Log" form, attachment A):*

***<ADDITIONAL AREAS TO BE ADDED AS NEEDED TO ALIGN WITH AREAS IDENTIFIED ON PAGE 1>***

**3. Effective Date of Teacher Improvement Plan**

Expected date of completion of this Teacher Improvement Plan is _____.

**Signature of Teacher**: _____ Date: _____

**Signature of Evaluator**: _____ Date: _____

*Original to: the Director of Human Resources to be filed in the Teacher's personnel file*

*Copies to:*

*Teacher*
*Evaluator*
*President, RCG BOCES Teachers Association*
*District Superintendent*

# PROGRESS LOG

**Teacher Improvement Plan for: _____**

*Evaluator and Teacher will use this form to record progress toward improvement in accordance with the Teacher's Improvement Plan. This will include meetings with evaluator, observations, other activities required by the Improvement Plan.*

**Date:**

**Description of Activity (e.g. Meeting, observation[1]):**

| **Area of Improvement – Steps/Activities** | **Progress/How Assessed** |
|---|---|
| ***<See "Steps/Activities to Achieve Results" for each Area in Need of Improvement in the Teacher Improvement Plan>*** | ***<See "Assessment of Progress" in the Teacher Improvement Plan>*** |
| | |
| | |

**Comments:**

**Signature of Teacher: _____ Date: _____**

**Signature of Evaluator: _____ Date: _____**

[1] Attach observation notes, meeting notes, or other relevant documents, if applicable, to this Form.

## Questar III Growth on State Assessments or Comparable Measures for Principals

| HIGHLY EFFECTIVE | | | EFFECTIVE | | | | | | | | | DEVELOPING | | | | | | INEFFECTIVE | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 97% - 100% | 93% - 96% | 90% - 92% | 86% - 89% | 82% - 85% | 77% - 81% | 72% - 76% | 67% - 71% | 63% - 66% | 59% - 62% | 55% - 58% | 51% - 54% | 49% - 50% | 47% - 48% | 44% - 46% | 41% - 43% | 38% - 40% | 36% - 37% | 22% - 35% | 16% - 21% | 0%- 15% |

The development of the SLO's for all students will be overseen by the supervising administrator for each building or program. The BOCES will use multiple measures: historical achievement and pre-assessment data to establish baseline data and to establish the building SLO's. Each SLO will be aligned with the Common Core or State Standards, as well as any school or district priorities. As per NYS Education regulations, principal scores will be based upon the percentages of students who achieve or exceed growth goals. The pre-assessment will be administered at the interval time defined in the SLO. The SLO will assess the most important learning for the course. The post-assessment will be administered during the time-interval selected. Supervising administrators will assign points in accordance with the BOCES HEDI criteria, based upon percentage of students that achieve or exceed growth goals.

Highly Effective (18-20 points) Results are well above state average for similar student (or BOCES goals if no state test). 90% - 100% of the students achieve or exceed the growth goals determined in the SLO.

Effective (9-17 points) Results meet state average for similar student (or BOCES goals if no state test). 51% - 89% of the students achieve or exceed the growth goals determined in the SLO.

Developing (3-8 points) Results are below state average for similar student (or BOCES goals if no state test). 36% - 50% of the students achieve or exceed the growth goals determined in the SLO.

Ineffective (0-2 points) Results are well below state average for similar student (or BOCES goals if no state test). 0% - 35% of the students achieve or exceed the growth goals determined in the SLO.

Questar III BOCES - McRel Rubric Conversion Chart and Assignment of Points

| McREL | NYSED | Numeric Conversion |
|---|---|---|
| Not Demonstrated | Ineffective | 0 |
| Developing | Developing | 1 |
| Proficient | Effective | 2 |
| Accomplished | Effective | 3 |
| Distinguished | Highly Effective | 4 |

| Summative Raw Score | Converted Summative Score | Rating |
|---|---|---|
| 0 - 41 | 0 – 29 | Ineffective |
| 42 - 62 | 30 - 44 | Developing |
| 63 - 73 | 45 - 52 | Effective |
| 74 - 84 | 53 – 60 | Highly Effective |

# Questar III Principal Scoring Conversion Chart
# McREL's Principal Evaluation System

| | | |
|---|---|---|
| 84 | 60 | Highly Effective |
| 83 | 59 | |
| 82 | 58 | |
| 81 | 58 | |
| 80 | 57 | |
| 79 | 56 | |
| 78 | 55 | |
| 77 | 55 | |
| 76 | 54 | |
| 75 | 53 | |
| 74 | 53 | |
| 73 | 52 | Effective |
| 72 | 51 | |
| 71 | 50 | |
| 70 | 50 | |
| 69 | 49 | |
| 68 | 48 | |
| 67 | 48 | |
| 66 | 47 | |
| 65 | 46 | |
| 64 | 45 | |
| 63 | 45 | |
| 62 | 44 | Developing |
| 61 | 43 | |
| 60 | 43 | |
| 59 | 42 | |
| 58 | 41 | |
| 57 | 40 | |
| 56 | 40 | |
| 55 | 39 | |
| 54 | 38 | |
| 53 | 38 | |
| 52 | 37 | |
| 51 | 36 | |
| 50 | 36 | |
| 49 | 35 | |
| 48 | 34 | |
| 47 | 33 | |
| 46 | 33 | |
| 45 | 32 | |
| 44 | 31 | |
| 43 | 31 | |
| 42 | 30 | |

# Questar III Principal Scoring Conversion Chart
# McREL's Principal Evaluation System

| | | |
|---|---|---|
| 41 | 29 | |
| 40 | 28 | |
| 39 | 28 | |
| 38 | 27 | |
| 37 | 26 | |
| 36 | 26 | |
| 35 | 25 | |
| 34 | 24 | |
| 33 | 23 | |
| 32 | 23 | |
| 31 | 22 | |
| 30 | 21 | |
| 29 | 21 | |
| 28 | 20 | |
| 27 | 19 | |
| 26 | 18 | |
| 25 | 18 | |
| 24 | 17 | |
| 23 | 16 | |
| 22 | 16 | |
| 21 | 15 | |
| 20 | 14 | **Ineffective** |
| 19 | 13 | |
| 18 | 13 | |
| 17 | 12 | |
| 16 | 11 | |
| 15 | 11 | |
| 14 | 10 | |
| 13 | 9 | |
| 12 | 9 | |
| 11 | 8 | |
| 10 | 7 | |
| 9 | 6 | |
| 8 | 6 | |
| 7 | 5 | |
| 6 | 4 | |
| 5 | 4 | |
| 4 | 3 | |
| 3 | 2 | |
| 2 | 1 | |
| 1 | 1 | |
| 0 | 0 | |

# PRINCIPAL IMPROVEMENT PLAN

Principal: _____ Date: _____

Evaluator: _____

**1. The following areas have been identified as areas in need of improvement through:**
**[ ] School or Program Visit on date _____ or**
**[ ] Annual professional performance review evaluation**

| **McRel Principal Evaluation Rubric** | **Narrative Description of Area(s) in Need of Improvement** |
|---|---|
| ***Principal Leadership Responsibilities Associated with <u>Managing Change</u>***<br><br>**a. Change Agent**<br>**b. Flexibility**<br>**c. Ideals and Beliefs**<br>**d. Intellectual Stimulation**<br>**e. Knowledge of Curriculum, Instruction and Assessment**<br>**f. Monitor and Evaluate**<br>**g. Optimize** | |
| ***Principal Responsibilities Associated with <u>Focus of Leadership</u>***<br>**a. Contingent Rewards**<br>**b. Discipline**<br>**c. Focus**<br>**d. Involvement in Curriculum, Instruction, and Assessment**<br>**e. Order**<br>**f. Outreach**<br>**g. Resources** | |
| ***Principal Responsibilities Associated with a <u>Purposeful Community</u>***<br>**a. Affirmation**<br>**b. Communication**<br>**c. Culture**<br>**d. Input**<br>**e. Relationships**<br>**f. Situational Awareness**<br>**g. Visibility** | |

**2. The following steps and/or activities will support improvement by Area in Need of Improvement identified in #1, above.**

**Area 1: < *Narrative Description of Area in Need of Improvement*>**

- *Expectation of Professional Performance (Provide a brief description of expectations for professional performance, leadership, management.):*

- *Steps/Activities to Achieve Results (Identify resources for improvement which could include: individuals providing support, outside readings, observations, feedback from evaluator, professional development opportunities.):*

- *Assessment of Progress (Describe how progress toward improvement will be assessed and when. Include timeframes for completion of steps/activities and assessment of progress, including interim benchmarks where appropriate. See "Log" form, attachment A.):*

**Area 2: < *Narrative Description of Area in Need of Improvement*>**

- *Expectation of Professional Performance (Provide a brief description of expectations for professional performance, leadership, management.):*

- *Steps/Activities to Achieve Results (Identify resources for improvement which could include: individuals providing support, outside readings, observations, feedback from evaluator, professional development opportunities.):*

- *Assessment of Progress (Describe how progress toward improvement will be assessed and when. Include timeframes for completion of steps/activities and assessment of progress, including interim benchmarks where appropriate. See "Log" form, attachment A.):*

***<ADDITIONAL AREAS TO BE ADDED AS NEEDED TO ALIGN WITH AREAS IDENTIFIED ON PAGE 1>***

**3. Effective Date of Principal Improvement Plan**

Expected date of completion of this Principal Improvement Plan is _____.

**Signature of Principal**: _____ Date: _____

**Signature of Evaluator**: _____ Date: _____

*Original to: the Director of Human resources to be filed in the Principal's personnel file*

*Copies to:*
*Principal*
*Evaluator*
*District Superintendent*

# PROGRESS LOG

**Principal Improvement Plan for: _____**

*Evaluator and Principal will use this form to record progress toward improvement in accordance with the Principal's Improvement Plan. This will include meetings with evaluator, observations, other activities required by the Improvement Plan.*

**Date:**

**Description of Activity (e.g. Meeting, school visit[1]):**

| **Area of Improvement – Steps/Activities** | **Progress/How Assessed** |
|---|---|
| ***<See "Steps/Activities to Achieve Results" for each Area in Need of Improvement in the Principal Improvement Plan>*** | ***<See "Assessment of Progress" in the Principal Improvement Plan>*** |
| | |
| | |

**Comments:**

**Signature of Principal: _____ Date: _____**

**Signature of Evaluator: _____ Date: _____**

[1] Attach school visit notes, meeting notes, or other relevant documents, if applicable, to this Form.

**Questar III Locally Selected Measures of Student Achievement – Achievement Targets (0 –15 points)**

| HIGHLY EFFECTIVE | | EFFECTIVE | | | | | | DEVELOPING | | | | | INEFFECTIVE | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 96% - 100% | 90% - 95% | 83% - 89% | 78% - 82% | 71% - 77% | 65% - 70% | 60% - 64% | 53% - 59% | 50% - 52% | 46% - 49% | 42% - 45% | 38% - 41% | 33% - 37% | 28% - 32% | 16% - 27% | 0% - 15% |

The building principal will collaborate with the supervising administrator to establish building achievement targets. Building principal scores will be based upon the degree to which building achievement targets have been met using the HEDI scoring chart, above. The degree to which an achievement target is met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed the achievement targets. Where multiple targets have been set the degree to which targets are met will be weighted by the number of students covered in the targets. For grades K through 12, targets will be set for ELA and Math. For CTE, targets will be set by building.

Highly Effective (14-15 points) Results are well-above BOCES developed expectations for achievement. 90%-100% of the students achieve or exceed the target established.

Effective (8-13 points) Results meet BOCES developed expectations for achievement. 53% - 89% of the students achieve or exceed the target established.

Developing (3-7 points) Results are below BOCES developed expectations for achievement. 33% - 52% of the students achieve or exceed the target established.

Ineffective (0-2 points) Results are well-below BOCES developed expectations for achievement. 0% - 32% of the students achieve or exceed the target established.

## HEDI Criteria Charts Locally Selected Measures – Principals

### Questar III Locally Selected Measures of Student Achievement – Achievement Targets (0 – 20 points)

| HIGHLY EFFECTIVE | | | EFFECTIVE | | | | | | | | | DEVELOPING | | | | | | INEFFECTIVE | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| 97%-100% | 93% - 96% | 90% - 92% | 86% - 89% | 82% - 85% | 77% - 81% | 72% - 76% | 67% - 71% | 63% - 66% | 59% - 62% | 55% - 58% | 51% - 54% | 49% - 50% | 47% - 48% | 44% - 46% | 41% - 43% | 38% - 40% | 36% - 37% | 22% - 35% | 16% - 21% | 0%-15% |

The building principal will collaborate with the supervising administrator to establish building achievement targets. Historical achievement and pre-assessment data will be used to establish baseline data. Building principal scores will be based upon the degree to which building achievement targets have been met using the HEDI scoring chart, above. The degree to which an achievement target is met for subcomponent scoring purposes will be based upon the percentage of students who achieve or exceed the achievement targets. Where multiple targets have been set the degree to which targets are met will be weighted by the number of students covered in the targets. For grades K through 12, targets will be set for ELA and Math. For CTE, targets will be set by building.

Highly Effective (18-20 points) Results are well-above BOCES developed expectations for achievement for grade/subject. 90%-100% of the students achieve or exceed the target established.

Effective (9-17 points) Results meet BOCES developed expectations for achievement for grade/subject. 51% - 89% of the students achieve or exceed the target established.

Developing (3-8 points) Results are below BOCES developed expectations for achievement for grade/subject. 36% - 50% of the students achieve or exceed the target established.

Ineffective (0-2 points) Results are well-below BOCES developed expectations for achievement for grade/subject.  0% - 35% of the students achieve or exceed the target established.

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature: Date:

5/10/13

Teachers Union President Signature: Date:

Joe Mry 5/10/13

Administrative Union President Signature: Date:

N/A - Administrators Not Represented

Board of Education President Signature: Date:

Robert M. Dickson 5/10/13