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
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Albany, New York 12234

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August 30, 2013

Revised

Michael Piccirillo, Superintendent
Saratoga Springs City School District
3 Blue Streak Boulevard
Saratoga Springs, NY 12866

Dear Superintendent Piccirillo:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: James P. Dexter

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Friday, July 05, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 521800010000

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

521800010000

1.2) School District Name: SARATOGA SPRINGS CITY SD

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

SARATOGA SPRINGS CITY SD

1.3) Assurances

Please check all of the boxes below:

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

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval	Checked

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Thursday, August 29, 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, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:
State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:
District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:
State assessments, *required if one exists*
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments
Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Saratoga Springs - developed K ELA Assessment
1	District, regional, or BOCES-developed assessment	Saratoga Springs - developed grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Saratoga Springs - developed grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using the New York State Education Department outlined process for developing Student Learning Objectives, and the NYSED SLO template; teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information the teachers, with their principals, will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent proficiency of standards across the entire class/section; or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or the 50% to one hundred method; or any other approach depending on the discipline and/or student population

	that ensures student growth. This will be determined by the assistant superintendent in conjunction with the district's APPR committee for all elementary classes grades K-5. The methodology will be determined by the building principals in conjunction with department chairs in grades 6-12. Targets will be set by the first school day in October. The district will determine the target percentage, and the anchor point for determining the HEDI scale. The target percent for growth is 80%, and the HEDI points for this effective rating are 14. The percent proficiency refers to a class-wide growth measure based on minimum rigor expectations for growth. In reference to the NYS 3-8 assessments proficiency will be determined as a student having achieved a level 3 or higher. In the scenarios where a NYS Regents Examination is being used as the measure a 65 will be utilized to denote proficiency. In cases where we will be utilizing a Saratoga generated assessment a 65% or higher will denote proficiency. See 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	93% - 100% of students will meet or exceed the target. HEDI Points Assigned: 20 = 99-100% 19 = 97-98% 18 = 93-96%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	63% - 92% of students will meet or exceed the target. HEDI Points Assigned: 17 = 90-92% 16 = 87-89% 15 = 83-86% 14 = 80-82% 13 = 77-79% 12 = 73-76% 11 = 70-72% 10 = 67-69% 9 = 63-66%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	21% - 62% of students will meet or exceed the target. HEDI Points Assigned: 8 = 56-62% 7 = 49-55% 6 = 42-48% 5 = 35-41% 4 = 28-34% 3 = 21-27%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% -20 % of students will meet or exceed the target. HEDI Points Assigned: 2 = 14-20% 1 = 7-13% 0 = 0-6%

2.3) Grades K-3 Math

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

Math	Assessment

K	District, regional, or BOCES-developed assessment	Saratoga Springs - developed K math assessment
1	District, regional, or BOCES-developed assessment	Saratoga Springs - developed grade 1 math assessment
2	District, regional, or BOCES-developed assessment	Saratoga Springs - developed grade 2 math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using the New York State Education Department outlined process for developing Student Learning Objectives, and the NYSED SLO template; teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information the teachers, with their principals, will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent proficiency of standards across the entire class/section; or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or the 50% to one hundred method; or any other approach depending on the discipline and/or student population that ensures student growth. This will be determined by the assistant superintendent in conjunction with the district's APPR committee for all elementary classes grades K-5. The methodology will be determined by the building principals in conjunction with department chairs in grades 6-12. Targets will be set by the first school day in October. The district will determine the target percentage, and the anchor point for determining the HEDI scale. The target percent for growth is 80%, and the HEDI points for this effective rating are 14. The percent proficiency refers to a class-wide growth measure based on minimum rigor expectations for growth. In reference to the NYS 3-8 assessments proficiency will be determined as a student having achieved a level 3 or higher. In the scenarios where a NYS Regents Examination is being used as the measure a 65 will be utilized to denote proficiency. In cases where we will be utilizing a Saratoga generated assessment a 65% or higher will denote proficiency. See 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	93% - 100% of students will meet or exceed the target. HEDI Points Assigned: 20 = 99-100% 19 = 97-98% 18 = 93-96%

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	63% - 92% of students will meet or exceed the target. HEDI Points Assigned: 17 = 90-92% 16 = 87-89% 15 = 83-86% 14 = 80-82% 13 = 77-79% 12 = 73-76% 11 = 70-72% 10 = 67-69% 9 = 63-66%
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% -20 % of students will meet or exceed the target. HEDI Points Assigned: 2 = 14-20% 1 = 7-13% 0 = 0-6%

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Saratoga Springs - developed grade 6 Science assessment
7	District, regional or BOCES-developed assessment	Saratoga Springs - developed grade 7 science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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.	Using the New York State Education Department outlined process for developing Student Learning Objectives, and the NYSED SLO template; teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information the teachers, with their principals, will establish a baseline score and a target to be reached that measures growth in student learning. The target can

	be the average percent proficiency of standards across the entire class/section; or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or the 50% to one hundred method; or any other approach depending on the discipline and/or student population that ensures student growth. This will be determined by the assistant superintendent in conjunction with the district's APPR committee for all elementary classes grades K-5. The methodology will be determined by the building principals in conjunction with department chairs in grades 6-12. Targets will be set by the first school day in October. The district will determine the target percentage, and the anchor point for determining the HEDI scale. The target percent for growth is 80%, and the HEDI points for this effective rating are 14. The percent proficiency refers to a class-wide growth measure based on minimum rigor expectations for growth. In reference to the NYS 3-8 assessments proficiency will be determined as a student having achieved a level 3 or higher. In the scenarios where a NYS Regents Examination is being used as the measure a 65 will be utilized to denote proficiency. In cases where we will be utilizing a Saratoga generated assessment a 65% or higher will denote proficiency. See 2.11
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Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	63% - 92% of students will meet or exceed the target. HEDI Points Assigned: 17 = 90-92% 16 = 87-89% 15 = 83-86% 14 = 80-82% 13 = 77-79% 12 = 73-76% 11 = 70-72% 10 = 67-69% 9 = 63-66%
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0% -20 % of students will meet or exceed the target. HEDI Points Assigned: 2 = 14-20% 1 = 7-13% 0 = 0-6%

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Saratoga Springs - developed grade 6 Social Studies assessment
7	District, regional or BOCES-developed assessment	Saratoga Springs - developed grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Saratoga Springs - developed grade 8 Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using the New York State Education Department outlined process for developing Student Learning Objectives, and the NYSED SLO template; teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information the teachers, with their principals, will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent proficiency of standards across the entire class/section; or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or the 50% to one hundred method; or any other approach depending on the discipline and/or student population that ensures student growth. This will be determined by the assistant superintendent in conjunction with the district's APPR committee for all elementary classes grades K-5. The methodology will be determined by the building principals in conjunction with department chairs in grades 6-12. Targets will be set by the first school day in October. The district will determine the target percentage, and the anchor point for determining the HEDI scale. The target percent for growth is 80%, and the HEDI points for this effective rating are 14. The percent proficiency refers to a class-wide growth measure based on minimum rigor expectations for growth. In reference to the NYS 3-8 assessments proficiency will be determined as a student having achieved a level 3 or higher. In the scenarios where a NYS Regents Examination is being used as the measure a 65 will be utilized to denote proficiency. In cases where we will be utilizing a Saratoga generated assessment a 65% or higher will denote proficiency. See 2.11
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Effective (9 - 17 points) Results meet District goals for similar students.	63% - 92% of students will meet or exceed the target. HEDI Points Assigned:

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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	Saratoga Springs - 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 measuring student growth on the assessments listed for this Task.

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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% -20 % of students will meet or exceed the target. HEDI Points Assigned: 2 = 14-20% 1 = 7-13% 0 = 0-6%

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using the New York State Education Department outlined process for developing Student Learning Objectives, and the NYSED SLO template; teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information the teachers, with their principals, will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent proficiency of standards across the entire class/section; or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or the 50% to one hundred method; or any other approach depending on the discipline and/or student population that ensures student growth. This will be determined by the assistant superintendent in conjunction with the district's APPR committee for all elementary classes grades K-5. The methodology will be determined by the building principals in conjunction with department chairs in grades 6-12. Targets will be set by the first school day in October. The district will determine the target percentage, and the anchor point for determining the HEDI scale. The target percent for growth is 80%, and the HEDI points for this effective rating are 14. The percent proficiency refers to a class-wide growth measure based on minimum rigor expectations for growth. In reference to the NYS 3-8 assessments proficiency will be determined as a student having achieved a level 3 or higher. In the scenarios where a NYS Regents Examination is being used as the measure a 65 will be utilized to denote proficiency. In cases where we will be utilizing a Saratoga generated assessment a 65% or higher will denote proficiency. See 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% -20 % of students will meet or exceed the target. HEDI Points Assigned: 2 = 14-20% 1 = 7-13% 0 = 0-6%

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using the New York State Education Department outlined process for developing Student Learning Objectives, and the NYSED SLO template; teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of

	student learning. Based on this information the teachers, with their principals, will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent proficiency of standards across the entire class/section; or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or the 50% to one hundred method; or any other approach depending on the discipline and/or student population that ensures student growth. This will be determined by the assistant superintendent in conjunction with the district's APPR committee for all elementary classes grades K-5. The methodology will be determined by the building principals in conjunction with department chairs in grades 6-12. Targets will be set by the first school day in October. The district will determine the target percentage, and the anchor point for determining the HEDI scale. The target percent for growth is 80%, and the HEDI points for this effective rating are 14. The percent proficiency refers to a class-wide growth measure based on minimum rigor expectations for growth. In reference to the NYS 3-8 assessments proficiency will be determined as a student having achieved a level 3 or higher. In the scenarios where a NYS Regents Examination is being used as the measure a 65 will be utilized to denote proficiency. In cases where we will be utilizing a Saratoga generated assessment a 65% or higher will denote proficiency. We will administer both the NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents and teachers will use the higher of the two assessment scores. See 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	93% - 100% of students will meet or exceed the target. HEDI Points Assigned: 20 = 99-100% 19 = 97-98% 18 = 93-96%
Effective (9 - 17 points) Results meet District goals for similar students.	63% - 92% of students will meet or exceed the target. HEDI Points Assigned: 17 = 90-92% 16 = 87-89% 15 = 83-86% 14 = 80-82% 13 = 77-79% 12 = 73-76% 11 = 70-72% 10 = 67-69% 9 = 63-66%
Developing (3 - 8 points) Results are below District goals for similar students.	21% - 62% of students will meet or exceed the target. HEDI Points Assigned: 8 = 56-62% 7 = 49-55% 6 = 42-48% 5 = 35-41% 4 = 28-34% 3 = 21-27%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% -20 % of students will meet or exceed the target. HEDI Points Assigned:

	2 = 14-20% 1 = 7-13% 0 = 0-6%

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Saratoga Springs - developed grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Saratoga Springs - developed grade 10 ELA assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents assessment

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

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

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.	Using the New York State Education Department outlined process for developing Student Learning Objectives, and the NYSED SLO template; teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information the teachers, with their principals, will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent proficiency of standards across the entire class/section; or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or the 50% to one hundred method; or any other approach depending on the discipline and/or student population that ensures student growth. This will be determined by the assistant superintendent in conjunction with the district's APPR committee for all elementary classes grades K-5. The methodology will be determined by the building principals in conjunction with department chairs in grades 6-12. Targets will be set by the first school day in October. The district will determine the target percentage, and the anchor point for determining the HEDI scale. The target percent for growth is 80%, and the HEDI points for this effective rating are 14. The percent proficiency refers to a class-wide growth

	measure based on minimum rigor expectations for growth. In reference to the NYS 3-8 assessments proficiency will be determined as a student having achieved a level 3 or higher. In the scenarios where a NYS Regents Examination is being used as the measure a 65 will be utilized to denote proficiency. In cases where we will be utilizing a Saratoga generated assessment a 65% or higher will denote proficiency. See 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	93% - 100% of students will meet or exceed the target. HEDI Points Assigned: 20 = 99-100% 19 = 97-98% 18 = 93-96%
Effective (9 - 17 points) Results meet District goals for similar students.	63% - 92% of students will meet or exceed the target. HEDI Points Assigned: 17 = 90-92% 16 = 87-89% 15 = 83-86% 14 = 80-82% 13 = 77-79% 12 = 73-76% 11 = 70-72% 10 = 67-69% 9 = 63-66%
Developing (3 - 8 points) Results are below District goals for similar students.	21% - 62% of students will meet or exceed the target. HEDI Points Assigned: 8 = 56-62% 7 = 49-55% 6 = 42-48% 5 = 35-41% 4 = 28-34% 3 = 21-27%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% -20 % of students will meet or exceed the target. HEDI Points Assigned: 2 = 14-20% 1 = 7-13% 0 = 0-6%

2.10) All Other Courses

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

	Course(s) or Subject(s)	Option	Assessment
	K-5 Art	District, Regional or BOCES-developed	Saratoga Springs - developed - K-5 Art Assessments
	K-5 Music	District, Regional or BOCES-developed	Saratoga Springs - developed - K-5 Music Assessments
	K-12 Physical Education	District, Regional or BOCES-developed	Saratoga Springs - developed - K-12 Physical Education Assessments
	9-12 Art	District, Regional or BOCES-developed	Saratoga Springs - developed - 9-12 Art Assessments

	9-12 Music	District, Regional or BOCES-developed	Saratoga Springs - developed - 9-12 Music Assessments
	9-12 Business	District, Regional or BOCES-developed	Saratoga Springs - developed - 9-12 Business Assessments
	9-12 FACS	District, Regional or BOCES-developed	Saratoga Springs - developed - 9-12 FACS Assessments
	9-12 Foreign Language	District, Regional or BOCES-developed	Saratoga Springs - developed 9-12 Foreign Language Assessments
	9-12 Health	District, Regional or BOCES-developed	Saratoga Springs - developed 9-12 Health Assessments
	9-12 Technology Education	District, Regional or BOCES-developed	Saratoga Springs - developed 9-12 Technology Assessments
	K-5 Library	School/BOCES-wide/group/team results based on State	NYS 4-5 ELA Assessments
	Reading Teachers 3-5	School/BOCES-wide/group/team results based on State	NYS 4-5 ELA Assessments
	6-8 Foreign Language	School/BOCES-wide/group/team results based on State	NYS ELA 6th, 7th, and 8th Grade Assessments
	Special Education 3-5	State Assessment	New York State Alternative Assessment 3-5
	6-8 Art	School/BOCES-wide/group/team results based on State	NYS ELA 6th, 7th, and 8th Grade Assessments
	6-8 Music	School/BOCES-wide/group/team results based on State	NYS ELA 6th, 7th, and 8th Grade Assessments
	6-8 Speech	School/BOCES-wide/group/team results based on State	NYS ELA 6th, 7th, and 8th Grade Assessments
	All other courses	District, Regional or BOCES-developed	Saratoga Springs - developed - K- 12 grade and subject specific Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using the New York State Education Department outlined process for developing Student Learning Objectives, and the NYSED SLO template; teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information the teachers, with their principals, will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent proficiency of standards across the entire class/section; or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or the 50% to one hundred method; or any other approach depending on the discipline and/or student population that ensures student growth. This will be determined by the assistant superintendent in conjunction with the district's APPR committee for all elementary classes grades K-5. The methodology will be determined by the building principals in conjunction with department chairs in grades 6-12. Targets will

	be set by the first school day in October. The district will determine the target percentage, and the anchor point for determining the HEDI scale. The target percent for growth is 80%, and the HEDI points for this effective rating are 14. The percent proficiency refers to a class-wide growth measure based on minimum rigor expectations for growth. In reference to the NYS 3-8 assessments proficiency will be determined as a student having achieved a level 3 or higher. In the scenarios where a NYS Regents Examination is being used as the measure a 65 will be utilized to denote proficiency. In cases where we will be utilizing a Saratoga generated assessment a 65% or higher will denote proficiency. Where school-wide measures are used, HEDI scores will be based on the school-wide results of the applicable state assessments. See 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	93% - 100% of students will meet or exceed the target. HEDI Points Assigned: 20 = 99-100% 19 = 97-98% 18 = 93-96%
Effective (9 - 17 points) Results meet District goals for similar students.	63% - 92% of students will meet or exceed the target. HEDI Points Assigned: 17 = 90-92% 16 = 87-89% 15 = 83-86% 14 = 80-82% 13 = 77-79% 12 = 73-76% 11 = 70-72% 10 = 67-69% 9 = 63-66%
Developing (3 - 8 points) Results are below District goals for similar students.	21% - 62% of students will meet or exceed the target. HEDI Points Assigned: 8 = 56-62% 7 = 49-55% 6 = 42-48% 5 = 35-41% 4 = 28-34% 3 = 21-27%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0% -20 % of students will meet or exceed the target. HEDI Points Assigned: 2 = 14-20% 1 = 7-13% 0 = 0-6%

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/533460-TXEtxx9bQW/2.11 Saratoga Springs City School District HEDI Table 8.14.13b.doc

2.12) Locally Developed Controls

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

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

No locally developed controls

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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Updated Monday, August 26, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS 3-5 ELA and 3-5 Math Assessment
5	6(ii) School wide measure computed locally	NYS 3-5 ELA and 3-5 Math Assessment
6	6(ii) School wide measure computed locally	NYS 6-8 ELA and 6-8 Math Assessment
7	6(ii) School wide measure computed locally	NYS 6-8 ELA and 6-8 Math Assessment
8	6(ii) School wide measure computed locally	NYS 6-8 ELA and 6-8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Recognizing that team performance is the hallmark of a strong school system the Saratoga Springs City School District will be using the following scoring methodology to assign building achievement scores to the individual teachers in each building for the locally selected achievement measure. These team goals are designed to foster a building approach to literacy and numeracy in our system. The target is set to the average proficiency rate for each building over the last three years. Proficiency is considered to be a score of a 65 on a NYS Regents Assessment, and a level 3 or higher on the NYS Elementary/Intermediate 3-8 ELA and 3-8 Math Assessments for all students in all buildings. The points awarded to teachers for achieving the building target will be 18 for those on the 20 point scale, and 14 for those who will be rated on the 15 point scale. The points will be assigned based on the percentage of students achieving the target. All teachers at the Saratoga Springs City School District will be given an achievement score based on the process outlined in the attached document found at 3.3. All teachers with an assigned value-added growth measure will be rated on the 15 point scale. All others will be rated on the 20 point scale. The Saratoga Springs City School District will utilize the average proficiency rating of the NYS 3rd, 4th, & 5th grade ELA and Math Assessments as the measures for the building goals for all six elementary schools. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale The Maple Avenue Middle School will utilize the average proficiency rating of the NYS 6th, 7th, & 8th grade ELA and Math Assessments as the measures for their building goal. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The SSHS will utilize the average of the passing rates of the NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. All HEDI scores will be based on the school-wide results of the

	listed assessments. Please see attached memo found at 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.3.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS 3-5 ELA and 3-5 Math Assessment
5	6(ii) School wide measure computed locally	NYS 3-5 ELA and 3-5 Math Assessment
6	6(ii) School wide measure computed locally	NYS 6-8 ELA and 6-8 Math Assessment
7	6(ii) School wide measure computed locally	NYS 6-8 ELA and 6-8 Math Assessment
8	6(ii) School wide measure computed locally	NYS 6-8 ELA and 6-8 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Recognizing that team performance is the hallmark of a strong school system the Saratoga Springs City School District will be using the following scoring methodology to assign building achievement scores to the individual teachers in each building for the locally selected achievement measure. These team goals are designed to foster a building approach to literacy and numeracy in our system. The target is set to the average proficiency rate for each building over the last three years. Proficiency is considered to be a score of a 65 on a NYS Regents Assessment, and a level 3 or higher on the NYS Elementary/Intermediate 3-8 ELA and 3-8 Math Assessments for all students in all buildings. The points awarded to teachers for achieving the building target will be 18 for those on the 20 point scale, and 14 for those who will be rated on the 15 point scale. The points will be assigned based on the percentage of

	students achieving the target. All teachers at the Saratoga Springs City School District will be given an achievement score based on the process outlined in the attached document found at 3.3. All teachers with an assigned value-added growth measure will be rated on the 15 point scale. All others will be rated on the 20 point scale. The Saratoga Springs City School District will utilize the average proficiency rating of the NYS 3rd, 4th, & 5th grade ELA and Math Assessments as the measures for the building goals for all six elementary schools. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale The Maple Avenue Middle School will utilize the average proficiency rating of the NYS 6th, 7th, & 8th grade ELA and Math Assessments as the measures for their building goal. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The SSHS will utilize the average of the passing rates of the NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. All HEDI scores will be based on the school-wide results of the listed assessments. Please see attached memo found at 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.3.

3.3) HEDI Tables or Graphics

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Recognizing that team performance is the hallmark of a strong school system the Saratoga Springs City School District will be using the following scoring methodology to assign building achievement scores to the individual teachers in each building for the locally selected achievement measure. These team goals are designed to foster a building approach to literacy and numeracy in our system. The target is set to the average proficiency rate for each building over the last three years. Proficiency is considered to be a score of a 65 on a NYS Regents Assessment, and a level 3 or higher on the NYS Elementary/Intermediate 3-8 ELA and 3-8 Math Assessments for all students in all buildings. The points awarded to teachers for achieving the building target will be 18 for those on the 20 point scale, and 14 for those who will be rated on the 15 point scale. The points will be assigned based on the percentage of students achieving the target. All teachers at the Saratoga Springs City School District will be given an achievement score based on the process outlined in the attached document found at 3.13. All teachers with an assigned value-added growth measure will be rated on the 15 point scale. All others will be rated on the 20 point scale. The Saratoga Springs City School District will utilize the average proficiency rating of the NYS 3rd, 4th, & 5th grade ELA and Math Assessments as the measures for the building goals for all six elementary schools. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale The Maple Avenue Middle School will utilize the average proficiency rating of the NYS 6th, 7th, & 8th grade ELA and Math Assessments as the measures for their building goal.

	These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The SSHS will utilize the average of the passing rates of the NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. All HEDI scores will be based on the school-wide results of the listed assessments. Please see attached memo found at 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.

3.5) Grades K-3 Math

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

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

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

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

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	Recognizing that team performance is the hallmark of a strong school system the Saratoga Springs City School District will be using the following scoring methodology to assign building

3.13, below.	achievement scores to the individual teachers in each building for the locally selected achievement measure. These team goals are designed to foster a building approach to literacy and numeracy in our system. The target is set to the average proficiency rate for each building over the last three years. Proficiency is considered to be a score of a 65 on a NYS Regents Assessment, and a level 3 or higher on the NYS Elementary/Intermediate 3-8 ELA and 3-8 Math Assessments for all students in all buildings. The points awarded to teachers for achieving the building target will be 18 for those on the 20 point scale, and 14 for those who will be rated on the 15 point scale. The points will be assigned based on the percentage of students achieving the target. All teachers at the Saratoga Springs City School District will be given an achievement score based on the process outlined in the attached document found at 3.13. All teachers with an assigned value-added growth measure will be rated on the 15 point scale. All others will be rated on the 20 point scale. The Saratoga Springs City School District will utilize the average proficiency rating of the NYS 3rd, 4th, & 5th grade ELA and Math Assessments as the measures for the building goals for all six elementary schools. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale The Maple Avenue Middle School will utilize the average proficiency rating of the NYS 6th, 7th, & 8th grade ELA and Math Assessments as the measures for their building goal. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The SSHS will utilize the average of the passing rates of the NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. All HEDI scores will be based on the school-wide results of the listed assessments. Please see attached memo found at 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.

3.6) Grades 6-8 Science

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

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

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

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.	Recognizing that team performance is the hallmark of a strong school system the Saratoga Springs City School District will be using the following scoring methodology to assign building achievement scores to the individual teachers in each building for the locally selected achievement measure. These team goals are designed to foster a building approach to literacy and numeracy in our system. The target is set to the average proficiency rate for each building over the last three years. Proficiency is considered to be a score of a 65 on a NYS Regents Assessment, and a level 3 or higher on the NYS Elementary/Intermediate 3-8 ELA and 3-8 Math Assessments for all students in all buildings. The points awarded to teachers for achieving the building target will be 18 for those on the 20 point scale, and 14 for those who will be rated on the 15 point scale. The points will be assigned based on the percentage of students achieving the target. All teachers at the Saratoga Springs City School District will be given an achievement score based on the process outlined in the attached document found at 3.13. All teachers with an assigned value-added growth measure will be rated on the 15 point scale. All others will be rated on the 20 point scale. The Saratoga Springs City School District will utilize the average proficiency rating of the NYS 3rd, 4th, & 5th grade ELA and Math Assessments as the measures for the building goals for all six elementary schools. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale The Maple Avenue Middle School will utilize the average proficiency rating of the NYS 6th, 7th, & 8th grade ELA and Math Assessments as the measures for their building goal. These will be averaged for the last three school years to set the

	baseline. The points will be assigned based on the percentage of students achieving the target. The SSHS will utilize the average of the passing rates of the NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. All HEDI scores will be based on the school-wide results of the listed assessments. Please see attached memo found at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.

3.7) Grades 6-8 Social Studies

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Recognizing that team performance is the hallmark of a strong school system the Saratoga Springs City School District will be using the following scoring methodology to assign building achievement scores to the individual teachers in each building for the locally selected achievement measure. These team goals

	are designed to foster a building approach to literacy and numeracy in our system. The target is set to the average proficiency rate for each building over the last three years. Proficiency is considered to be a score of a 65 on a NYS Regents Assessment, and a level 3 or higher on the NYS Elementary/Intermediate 3-8 ELA and 3-8 Math Assessments for all students in all buildings. The points awarded to teachers for achieving the building target will be 18 for those on the 20 point scale, and 14 for those who will be rated on the 15 point scale. The points will be assigned based on the percentage of students achieving the target. All teachers at the Saratoga Springs City School District will be given an achievement score based on the process outlined in the attached document found at 3.13. All teachers with an assigned value-added growth measure will be rated on the 15 point scale. All others will be rated on the 20 point scale. The Saratoga Springs City School District will utilize the average proficiency rating of the NYS 3rd, 4th, & 5th grade ELA and Math Assessments as the measures for the building goals for all six elementary schools. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale The Maple Avenue Middle School will utilize the average proficiency rating of the NYS 6th, 7th, & 8th grade ELA and Math Assessments as the measures for their building goal. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The SSHS will utilize the average of the passing rates of the NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. All HEDI scores will be based on the school-wide results of the listed assessments. Please see attached memo found at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment, Living Environment, Global Studies, US History and the New York State Comprehensive English Regents Exams
Global 2	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment, Living Environment, Global Studies, US History and the New York State Comprehensive English Regents Exams
American History	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment, Living Environment, Global Studies, US History and the New York State Comprehensive English Regents Exams

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.	Recognizing that team performance is the hallmark of a strong school system the Saratoga Springs City School District will be using the following scoring methodology to assign building achievement scores to the individual teachers in each building for the locally selected achievement measure. These team goals are designed to foster a building approach to literacy and numeracy in our system. The target is set to the average proficiency rate for each building over the last three years. Proficiency is considered to be a score of a 65 on a NYS Regents Assessment, and a level 3 or higher on the NYS Elementary/Intermediate 3-8 ELA and 3-8 Math Assessments for all students in all buildings. The points awarded to teachers for achieving the building target will be 18 for those on the 20 point scale, and 14 for those who will be rated on the 15 point scale. The points will be assigned based on the percentage of students achieving the target. All teachers at the Saratoga Springs City School District will be given an achievement score based on the process outlined in the attached document found at 3.13. All teachers with an assigned value-added growth measure will be rated on the 15 point scale.

	All others will be rated on the 20 point scale. The Saratoga Springs City School District will utilize the average proficiency rating of the NYS 3rd, 4th, & 5th grade ELA and Math Assessments as the measures for the building goals for all six elementary schools. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale The Maple Avenue Middle School will utilize the average proficiency rating of the NYS 6th, 7th, & 8th grade ELA and Math Assessments as the measures for their building goal. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The SSHS will utilize the average of the passing rates of the NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. All HEDI scores will be based on the school-wide results of the listed assessments. Please see attached memo found at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment

Living Environment	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment, Living Environment, Global Studies, US History and the New York State Comprehensive English Regents Exams
Earth Science	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment, Living Environment, Global Studies, US History and the New York State Comprehensive English Regents Exams
Chemistry	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment, Living Environment, Global Studies, US History and the New York State Comprehensive English Regents Exams
Physics	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment, Living Environment, Global Studies, US History and the New York State Comprehensive English Regents Exams

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.	Recognizing that team performance is the hallmark of a strong school system the Saratoga Springs City School District will be using the following scoring methodology to assign building achievement scores to the individual teachers in each building for the locally selected achievement measure. These team goals are designed to foster a building approach to literacy and numeracy in our system. The target is set to the average proficiency rate for each building over the last three years. Proficiency is considered to be a score of a 65 on a NYS Regents Assessment, and a level 3 or higher on the NYS Elementary/Intermediate 3-8 ELA and 3-8 Math Assessments for all students in all buildings. The points awarded to teachers for achieving the building target will be 18 for those on the 20 point scale, and 14 for those who will be rated on the 15 point scale. The points will be assigned based on the percentage of students achieving the target. All teachers at the Saratoga Springs City School District will be given an achievement score based on the process outlined in the attached document found at 3.13. All teachers with an assigned value-added growth measure will be rated on the 15 point scale. All others will be rated on the 20 point scale. The Saratoga Springs City School District will utilize the average proficiency rating of the NYS 3rd, 4th, & 5th grade ELA and Math Assessments as the measures for the building goals for all six elementary schools. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale The Maple Avenue Middle School will utilize the average proficiency rating of the NYS 6th, 7th, & 8th grade ELA and

	Math Assessments as the measures for their building goal. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The SSHS will utilize the average of the passing rates of the NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. All HEDI scores will be based on the school-wide results of the listed assessments. Please see attached memo found at 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment, Living Environment, Global Studies, US History and the New York State Comprehensive English Regents Exams
Geometry	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment, Living Environment, Global Studies, US History and the New York State Comprehensive English Regents Exams
Algebra 2	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment, Living Environment, Global Studies, US History and the New York State Comprehensive English Regents Exams

For High School Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Recognizing that team performance is the hallmark of a strong school system the Saratoga Springs City School District will be using the following scoring methodology to assign building achievement scores to the individual teachers in each building for the locally selected achievement measure. These team goals are designed to foster a building approach to literacy and numeracy in our system. The target is set to the average proficiency rate for each building over the last three years. Proficiency is considered to be a score of a 65 on a NYS Regents Assessment, and a level 3 or higher on the NYS Elementary/Intermediate 3-8 ELA and 3-8 Math Assessments for all students in all buildings. The points awarded to teachers for achieving the building target will be 18 for those on the 20 point scale, and 14 for those who will be rated on the 15 point scale. The points will be assigned based on the percentage of students achieving the target. All teachers at the Saratoga Springs City School District will be given an achievement score based on the process outlined in the attached document found at 3.13. All teachers with an assigned value-added growth measure will be rated on the 15 point scale. All others will be rated on the 20 point scale. The Saratoga Springs City School District will utilize the average proficiency rating of the NYS 3rd, 4th, & 5th grade ELA and Math Assessments as the measures for the building goals for all six elementary schools. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale The Maple Avenue Middle School will utilize the average proficiency rating of the NYS 6th, 7th, & 8th grade ELA and Math Assessments as the measures for their building goal. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The SSHS will utilize the average of the passing rates of the NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target.

	All HEDI scores will be based on the school-wide results of the listed assessments. Please see attached memo found at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment, Living Environment, Global Studies, US History and the New York State Comprehensive English Regents Exams
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment, Living Environment, Global Studies, US History and the New York State Comprehensive English Regents Exams
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment, Living Environment, Global Studies, US History and the New York State Comprehensive English Regents Exams

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Recognizing that team performance is the hallmark of a strong school system the Saratoga Springs City School District will be using the following scoring methodology to assign building achievement scores to the individual teachers in each building for the locally selected achievement measure. These team goals are designed to foster a building approach to literacy and numeracy in our system. The target is set to the average proficiency rate for each building over the last three years. Proficiency is considered to be a score of a 65 on a NYS Regents Assessment, and a level 3 or higher on the NYS Elementary/Intermediate 3-8 ELA and 3-8 Math Assessments for all students in all buildings. The points awarded to teachers for achieving the building target will be 18 for those on the 20 point scale, and 14 for those who will be rated on the 15 point scale. The points will be assigned based on the percentage of students achieving the target. All teachers at the Saratoga Springs City School District will be given an achievement score based on the process outlined in the attached document found at 3.13. All teachers with an assigned value-added growth measure will be rated on the 15 point scale. All others will be rated on the 20 point scale. The Saratoga Springs City School District will utilize the average proficiency rating of the NYS 3rd, 4th, & 5th grade ELA and Math Assessments as the measures for the building goals for all six elementary schools. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale The Maple Avenue Middle School will utilize the average proficiency rating of the NYS 6th, 7th, & 8th grade ELA and Math Assessments as the measures for their building goal. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The SSHS will utilize the average of the passing rates of the NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. All HEDI scores will be based on the school-wide results of the listed assessments. Please see attached memo found at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	All Other Courses Grades 9-12	6(ii) School wide measure computed locally	NYS Integrated Algebra or the NYS Common Core Algebra Assessment, Living Environment, Global Studies, US History and the New York State Comprehensive English Regents Exams
	All other courses Grades 6-8	6(ii) School wide measure computed locally	NYS 6-8 ELA and 6-8 Math Assessments
	All other courses Grades K-5	6(ii) School wide measure computed locally	NYS 3-5 ELA and 3-5 Math Assessments

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.	Recognizing that team performance is the hallmark of a strong school system the Saratoga Springs City School District will be using the following scoring methodology to assign building achievement scores to the individual teachers in each building for the locally selected achievement measure. These team goals are designed to foster a building approach to literacy and numeracy in our system. The target is set to the average proficiency rate for each building over the last three years. Proficiency is considered to be a score of a 65 on a NYS Regents Assessment, and a level 3 or higher on the NYS Elementary/Intermediate 3-8 ELA and 3-8 Math Assessments for all students in all buildings. The points awarded to teachers for achieving the building target will be 18 for those on the 20 point scale, and 14 for those who will be rated on the 15 point

	scale. The points will be assigned based on the percentage of students achieving the target. All teachers at the Saratoga Springs City School District will be given an achievement score based on the process outlined in the attached document found at 3.13. All teachers with an assigned value-added growth measure will be rated on the 15 point scale. All others will be rated on the 20 point scale. The Saratoga Springs City School District will utilize the average proficiency rating of the NYS 3rd, 4th, & 5th grade ELA and Math Assessments as the measures for the building goals for all six elementary schools. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale The Maple Avenue Middle School will utilize the average proficiency rating of the NYS 6th, 7th, & 8th grade ELA and Math Assessments as the measures for their building goal. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The SSHS will utilize the average of the passing rates of the NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. All HEDI scores will be based on the school-wide results of the listed assessments. Please see attached memo found at 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please see the HEDI Scale uploaded in section 3.13.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/533461-y92vNseFa4/3.13 Building Acheivement Goals 8.14.13b.docx

3.14) Locally Developed Controls

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

No locally developed controls.

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.

Does not apply.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Tuesday, August 27, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Please review the attached table for the point values assigned to each rating in the Danielson rubric.

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

assets/survey-uploads/12179/533462-eka9yMJ855/15888542-4.5 Determining HEDI Ratings 8.14.13.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	59-60: Points for highly effective are determined by the overall score indicated on the Danielson Rubric.
Effective: Overall performance and results meet NYS Teaching Standards.	57-58: Points for effective are determined by the overall score indicated on the Danielson Rubric.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	55-56: Points for developing are determined by the overall score indicated on the Danielson Rubric.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-54: Points for ineffective are determined by the overall score indicated on the Danielson Rubric.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	2
4.6) Observations of Probationary Teachers | Informal/Short	1
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?

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Updated Friday, July 05, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59 - 60
Effective	57 - 58
Developing	55 - 56
Ineffective	0 - 54

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

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

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

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

6. Additional Requirements - Teachers

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Updated Friday, August 23, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/533464-Df0w3Xx5v6/6.2 Saratoga Tips 8.14.13.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The Appeals Process

A. Overview

Probationary teachers may submit a written rebuttal that will be attached to the APPR in the teacher's personnel file. Probationary teachers may not appeal the APPR.

Tenured teachers may only appeal an overall evaluation for one of the following reasons and the burden of proof rests with the appellant:

1. the substance and rating of the APPR
2. adherence to standards and methodologies required for such review
3. adherence to the Commissioner's regulations
4. the issuance and/or implementation of the terms of an improvement plan in connection with an "ineffective" or "developing" determinations

Tenured teachers may submit written rebuttals of determination of "effective" and "highly effective" if desired, but may not appeal the rating.

B. Procedure

Please note that all steps in the appeal process will be conducted in a timely and expeditious manner.

1. A tenured teacher desiring to appeal their APPR composite summary score must submit a written statement with a rationale for the appeal, based on the above allowable parameters. The appeal must be made within ten (10) school days of the teacher formally being assigned the rating, or the issuance of the Teacher Improvement Plan (TIP). The written appeal must be submitted to the Appeals Panel, the District Superintendent, and the Association President within ten (10) days of the concern with regard to the implementation of the TIP.

2. The Appeals Panel will schedule and conduct an appeal hearing within ten (10) school days of receipt of the appeal. The Panel will consist of three members. One member will be appointed by the District and one member appointed by the Association. The third member will be randomly selected from a group of teachers and administrators previously approved by the District and Association. All members of the Appeals Panel will be fully trained evaluators. The District will bear the cost eight (8) teachers to participate in the Lead Evaluator TrainingThe Appeals Panel may set aside the rating, uphold the rating, or modify the Teacher Improvement Plan. A written decision will be rendered within three (3) school days.

3. If the teacher is not satisfied with the outcome presented by the Appeals Panel, then he/she may appeal further to the Superintendent. This must be done within five (5) school days of receiving the decision of the Appeals Panel. The Superintendent may set aside the rating, uphold the rating, or modify the Teacher Improvement Plan. The decision of the Superintendent is final and must be made within five (5) school days.

4. A copy of the final decision will be made available to the appellant, the Superintendent and the Association President.

5. The determination of the appeal pursuant to the above process is final and binding and not subject to further appeal. Failure of either the district or the association to abide by the above agreed upon process is subject to the grievance procedure.

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

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

The District will work to ensure that lead evaluators and all other evaluators will be properly trained for certification and will maintain inter-rater reliability over time and that they are re-certified on a regular basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. This training will consist of at least 5 hours of training annually.

All training will be conducted by the Washington-Saratoga-Warren-Hamilton-Essex BOCES Network Team, New York State Council of School Superintendents or another entity that has expertise on the State's APPR law and regulation. The training will be on a schedule, as recommended by the same. The training will include the required elements listed in 30-29b of the Regents rules.The trainings will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators.

The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators. The duration of any and all trainings will be consistent or surpass the requirements of the Network Teams trained by the State Education Department.

All lead evaluators will be recertified yearly and all new lead evaluators will receive the full training as required by law.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013
Updated Wednesday, July 31, 2013

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

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

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

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

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

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

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

Please check the boxes below:

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

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

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

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

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

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
		Not applicable
		Not applicable
		Not applicable

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

(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://www.engageny.org/resource/student-learning-objectives-guidance-document.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Tuesday, August 27, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growoth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

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

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	K-5	(d) measures used by district for teacher evaluation	NYS 3-5 ELA and 3-5 Math Assessments
	6-8	(d) measures used by district for teacher evaluation	The NYS Living Environment Regents, the NYS Integrated Algebra Regents, the NYS Common Core Algebra Regents, and the NYS Physical Setting/Earth Science Regents Exams
	9-12	(d) measures used by district for teacher evaluation	The NYS Living Environment Regents, the NYS Integrated Algebra Regents, NYS Common Core Algebra Regents, the NYS Global History and Geography, the NYS U.S. History & Government, and the NYS Comprehensive English Regents Exams

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 Saratoga Springs City School District will utilize the average proficiency rating of the NYS 3rd, 4th, & 5th grade ELA and Math Assessments as the measures for the building goals for all six elementary schools. These will be averaged for the last three school years to set the baseline. For the purposes of this rating scale proficiency is considered to be a level 3 or above on the NYS Assessments. The points will be assigned based on the percentage of students achieving the target. The 6-8 principal will receive a HEDI score that is based on

	student performance on the Living Environment, the Physical Setting/Earth Science, and the Integrated Algebra or New York State Common Core Algebra Regents Exams. The Regents exams listed for the 6-8 principal are administered within the 6-8 building in our accellerated classes. The higher of the two Algebra Regents exams will be utilized for this purpose. The points will be assigned based on the percentage of students achieving the target score of 65 or higher. The target will be established by the assistant superintendent and the building principal annually. The SSHS principal will be assigned a HEDI score based on the average of the passing rates (65 or above) of the NYS Living Environment Regents Exam, The NYS Integrated Algebra Regents Exam, The NYS Global History and Geography Exam, the NYS U.S. History & Government Regents Exam, and the NYS Comprehensive English Language Arts Regents Exams. The higher of the two Algebra Regents exams will be utilized for this purpose. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target. The target will be established by the assistant superintendent and the building principal annually.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "8.1 SAA locally selected 7.30.13"
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "8.1 SAA locally selected 7.30.13"
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "8.1 SAA locally selected 7.30.13"
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document "8.1 SAA locally selected 7.30.13"

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

(No response)

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

assets/survey-uploads/12190/533466-qBFVOWF7fC/15888675-8.1 SAA locally selected 8.27.13.docx

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

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

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

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

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

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

no local controls

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.

not applicable

8.5) Assurances

Please check all of the boxes below:

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

8.5) Assurances | Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances | Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances | Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances | If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Tuesday, August 27, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

There are six domains in the rubric. Each domain is composed of a set dimensions. Each domain will be scored as follows: Ineffective: 1.0 Developing: 2.25 Effective:3.5 Highly Effective 4.0

Each domain will be scored as follows:

Domain Weight
1 1.0
2 2.0
3 2.0
4 1.0
5 1.0
6 1.0

Take the total points and divide them by the number of categories (2 were weighted twice) = 8. The dimensions within each domain will be averaged to get a domain score. All the domain scores will be averaged utilizing the domain weights. The average score of the domains will be used in conjunction with the scale below to convert the score to the 60 point scale.

Please Note: Where a sub-component is observed on multiple occasions the final score is based on a composite rating subject to the evidence gathered by the evaluator.

Use the following conversion scale to determine the point range:

Level Overall Rubric Average Score 60 Point Distribution
Ineffective 1.0 – 1.4 0 – 49
Developing 1.5 – 2.4 50 – 56
Effective 2.5 – 3.4 57 – 58
Highly Effective 3.5 – 4.0 59 – 60

Find the overall conversion score on the attached chart (9.7) Process for Assigning Points and Determining HEDI Ratings)

The rubric scores listed on the charts are the minimum scores necessary to achieve the corresponding HEDI point value.

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

assets/survey-uploads/12205/533467-pMADJ4gk6R/9.7 Process for Assigning Points and Determining HEDI Ratings 8.14.13.docx

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

Highly Effective: Overall performance and results exceed standards.	A score is calculated for each domain. These scores are combined for a total score. A total score of 59-60 is highly effective.
Effective: Overall performance and results meet standards.	A score is calculated for each domain. These scores are combined for a total score. A total score of 57-58 is effective.
Developing: Overall performance and results need improvement in order to meet standards.	A score is calculated for each domain. These scores are combined for a total score. A total score of 50-56 is developing.
Ineffective: Overall performance and results do not meet standards.	A score is calculated for each domain. These scores are combined for a total score. A total score of 0-49 is ineffective.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Friday, July 05, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

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Updated Friday, August 23, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/12168/533469-Df0w3Xx5v6/11.2 SAA PIP Progress Report Form 8.14.13.doc

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEALS PROCESS

• A Principal has the right to appeal a developing or ineffective rating.
• A Principal's lead evaluator (Assistant Superintendent for 21st Century Learning) will meet with a Principal who receives a developing or ineffective rating within three working days of the composite score being known.
• Pre-Appeal: A Principal can request a meeting with the Superintendent within three working days of meeting with lead evaluator. The Superintendent schedules a meeting with the Principal within five working days of the date the meeting was requested. The Superintendent makes a decision within three working days. The Principal can then make a formal appeal to the committee within 12 working days of meeting with the Superintendent. The committee meets within twelve working days.
• The appeal committee consists of one district office administrator selected by the district (cannot be the lead evaluator who wrote the APPR and cannot be the Superintendent), and one SAA member selected by the Principal. The third member of the committee is chosen by the Principal off of a mutually agreed upon list developed by the SAA and the district. The committee provides the finding in writing within 12 working days of the meeting (raise the rating or uphold the rating).
• If the decision is in favor of the Principal, then the rating is raised. If the decision is not in favor of the Principal, then the Principal can appeal it to the Superintendent within 12 working days of receiving the committee's finding.
• The meeting with the Superintendent would take place within five working days of the request for the appeal. The Superintendent would provide a written finding to the Principal within five working days.
• The Superintendent's decision would be to raise or uphold the rating. The Superintendent's decision is final.
• If the rating is upheld, a Principals' Improvement Plan would be developed.
• The appeal meeting with the committee or Superintendent will utilize the following guidelines:
o Principal requests appeal in writing.
o The District provides appeal information and other paperwork to the respective parties no later than 7 work days prior to the meeting.
o The Appeal Meeting includes:
 The lead evaluator presenting his/her case (justifying why he/she gave the rating).
 The principal presents his/her case/rebuttal and can ask questions of the lead evaluator.
 The committee can ask questions of the lead evaluator and the principal.
• Any Principal receiving an ineffective or developing rating would be provided with a Principal's Improvement Plan.
• The Principal may choose to have a mentor if on a PIP at the District's expense.
• If a Principal is on a PIP, he/she may request to have a different lead evaluator for that year or multiple evaluators.
• If a Principal is on a PIP, he/she may request to have the Superintendent visit his/her school at least two times during the school year.
• Regardless of an appeal, the Principal can submit a written rebuttal.

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

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

The District will work to ensure that lead evaluators and all other evaluators will be properly trained for certification and will maintain inter-rater reliability over time and that they are re-certified on a regular basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. This training will consist of at least one half day and will cover the required elements found in section 30-29b of the Regents Rules in addition to a process for maintaining inter-rater reliability.

All training will be conducted by the Washington-Saratoga-Warren-Hamilton-Essex BOCES Network Team, New York State Council of School Superintendents or another entity that has expertise on the State's APPR law and regulation. The training will be on a schedule, as recommended by the same. The trainings will include a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators.

The District anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators. The duration of any and all trainings will be consistent or surpass the requirements of the Network Teams trained by the State Education Department.

All lead evaluators will be recertified yearly and all new lead evaluators will receive the full training as required by law.

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	Checked

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013
Updated Friday, August 30, 2013

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/12158/533470-3Uqgn5g9Iu/District Certification 8.30.13.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.

Saratoga Springs City School District HEDI Table: Section 2.11

Using the New York State Education Department outlined process for developing Student Learning Objectives, and the NYSED SLO template; teachers will look at multiple measures of student learning and skills. Those measures will include but are not limited to assessment data including pre-assessments of student learning. Based on this information the teachers, with their principals, will establish a baseline score and a target to be reached that measures growth in student learning. The target can be the average percent proficiency of standards across the entire class/section; or the average scaled score gain from baseline to the end of the interval of instruction across the entire class/section; or the 50% to one hundred method; or any other approach depending on the discipline and/or student population that ensures student growth. This will be determined by the assistant superintendent in conjunction with the district's APPR committee for all elementary classes grades K-5. The methodology will be determined by the building principals in conjunction with department chairs in grades 6-12.

The district will determine the target percentage, and the anchor point for determining the HEDI scale. The target percent for growth is 80%, and the HEDI points for this effective rating are 14. The percent proficiency refers to a class-wide growth measure based on minimum rigor expectations for growth. In reference to the NYS 3-8 assessments proficiency will be determined as a student having achieved a level 3 or higher. In the scenarios where a NYS Regents Examination is being used as the measure a 65 will be utilized to denote proficiency. In cases where we will be utilizing a Saratoga generated assessment a 65% or higher will denote proficiency.
The HEDI scale is shown below:

20 Point HEDI Scale																				
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
100-99	98-97	96-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-56	55-49	48-42	41-35	34-28	27-21	20-14	13-7	6-0

Category	HEDI Points
HIGHLY EFFECTIVE	20 = 99-100% 19 = 97-98% 18 = 93-96%
EFFECTIVE	17 = 90-92% 16 = 87-89% 15 = 83-86% 14 = 80-82% 13 = 77-79%

	12 = 73-76% 11 = 70-72% 10 = 67-69% 9 = 63-66%
DEVELOPING	8 = 56-62% 7 = 49-55% 6 = 42-48% 5 = 35-41% 4 = 28-34% 3 = 21-27%
INEFFECTIVE	2 = 14-20% 1 = 7-13% 0 = 0-6%

Table 3.3 HEDI Tables

Recognizing that team performance is the hallmark of a strong school system the Saratoga Springs City School District will be using the following scoring methodology to assign building achievement scores to the individual teachers in each building for the locally selected achievement measure. These team goals are designed to foster a building approach to literacy and numeracy in our system. The target is set to the average proficiency rate for each building over the last three years. Proficiency is considered to be a score of a 65 on a NYS Regents Assessment, and a level 3 or higher on the NYS Elementary/Intermediate 3-8 ELA and 3-8 Math Assessments for all students in all buildings. The points awarded to teachers for achieving the building target will be 18 for those on the 20 point scale, and 14 for those who will be rated on the 15 point scale. The points will be assigned based on the percentage of students achieving the target.

Each level of instruction will be scored as follows:

I. Saratoga Springs High School:

The SSHS will utilize the average of the passing rates of the NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target.

The average will then be rated according to the following HEDI Scale for those teachers who do not have a state provided value-added growth measure:

HEDI Scale																				
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
100-99	98-97	96-93	92-90	89-87	86-84	83-81	80-78	77-75	74-72	71-69	68-66	65-63	62-60	59-57	56-54	53-51	50-48	47-45	44-42	<42

This average will then be rated according to the following HEDI Scale for those teachers who do have a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97	96-94	93-87	86-80	79-73	72-66	65-59	58-52	51-45	44-38	37-31	30-24	23-17	16-10	9-2	<2

II. Maple Avenue Middle School:

The Maple Avenue Middle School will utilize the average proficiency rating of the NYS 6th, 7th, & 8th grade ELA and Math Assessments as the measures for their building goal. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target.

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do not have a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-93	92-85	84-77	76-73	72-69	68-65	64-61	60-57	56-53	52-49	48-45	44-41	40-37	36-33	32-29	28-25	24-21	20-17	16-13	12-9	<9

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do have a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-90	89-77	76-72	71-66	65-61	60-56	55-51	50-46	45-41	40-36	35-31	30-26	25-21	20-16	15-11	<11

III. Saratoga Springs CSD Elementary School Group Goals:

The Saratoga Springs City School District will utilize the average proficiency rating of the NYS 3rd, 4th, & 5th grade ELA and Math Assessments as the measures for the building goals for all six elementary schools. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target.

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for each building:

1. **Caroline Street Elementary:**

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do not have a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-95	94-88	87-80	79-77	76-73	72-69	68-65	64-61	60-57	56-53	52-49	48-45	44-41	40-37	36-33	32-29	28-25	24-21	20-17	16-13	<13

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do have a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-91	90-80	79-74	73-68	67-62	61-56	55-50	49-44	43-38	37-32	31-26	25-20	19-14	13-8	7-2	<2

2. **Division Street Elementary:**

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do not have a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-94	93-86	85-79	78-75	74-71	70-67	66-63	62-59	58-55	54-51	50-47	46-43	42-39	38-35	34-31	30-27	26-23	22-19	18-15	14-11	<11

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do have a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-91	90-79	78-73	72-67	66-61	60-55	54-49	48-43	42-37	36-31	30-25	24-19	18-13	12-7	6-1	<1

3. **Dorothy Nolan Elementary School:**

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do not have a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-93	92-85	84-75	74-71	70-67	66-63	62-59	58-55	54-51	50-47	46-43	42-39	38-35	34-31	30-27	26-23	22-19	18-15	14-11	10-7	<7

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do have a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-89	88-75	74-70	69-65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	<10

4. **Geyser Road Elementary:**

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do not have a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-94	93-86	85-78	77-73	72-69	68-65	64-61	60-57	56-53	52-49	48-45	44-41	40-37	36-33	32-29	28-25	24-21	20-17	16-13	12-9	<9

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do have a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-90	89-78	77-73	72-68	67-63	62-58	57-53	52-48	47-43	42-38	37-33	32-28	27-23	22-18	17-13	<13

5. **Greenfield Center Elementary:**

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do not have a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-91	90-80	79-69	68-65	64-61	60-57	56-53	52-49	48-45	44-41	40-37	36-33	32-29	28-25	24-21	20-17	16-13	12-9	8-3	2-1	0

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do have a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-85	84-69	68-64	63-59	58-54	53-49	48-44	43-39	38-34	33-29	28-24	23-19	18-14	13-9	8-4	<4

6. **Lake Avenue Elementary:**

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do not have a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-97	96-92	91-84	83-78	77-73	72-68	67-63	62-58	57-53	52-48	47-43	42-38	37-33	32-28	27-23	22-18	17-13	12-8	7-3	2-1	0

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do have a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-93	92-84	83-78	77-72	71-66	65-60	59-54	53-48	47-42	41-36	35-30	29-24	23-18	17-12	11-6	<6

Table 3.13 HEDI Tables

Recognizing that team performance is the hallmark of a strong school system the Saratoga Springs City School District will be using the following scoring methodology to assign building achievement scores to the individual teachers in each building for the locally selected achievement measure. These team goals are designed to foster a building approach to literacy and numeracy in our system. The target is set to the average proficiency rate for each building over the last three years. Proficiency is considered to be a score of a 65 on a NYS Regents Assessment, and a level 3 or higher on the NYS Elementary/Intermediate 3-8 ELA and 3-8 Math Assessments for all students in all buildings. The points awarded to teachers for achieving the building target will be 18 for those on the 20 point scale, and 14 for those who will be rated on the 15 point scale. The points will be assigned based on the percentage of students achieving the target.

Each level of instruction will be scored as follows:

I. Saratoga Springs High School:

The SSHS will utilize the average of the passing rates of the NYS Integrated Algebra or the NYS Common Core Algebra Assessment (whichever is higher), the Living Environment, the Global Studies, the US History and the New York State Comprehensive English Regents Exams. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target.

The average will then be rated according to the following HEDI Scale for those teachers who do not have a state provided value-added growth measure:

HEDI Scale																				
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
100-99	98-97	96-93	92-90	89-87	86-84	83-81	80-78	77-75	74-72	71-69	68-66	65-63	62-60	59-57	56-54	53-51	50-48	47-45	44-42	<42

This average will then be rated according to the following HEDI Scale for those teachers who do have a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97	96-94	93-87	86-80	79-73	72-66	65-59	58-52	51-45	44-38	37-31	30-24	23-17	16-10	9-2	<2

II. Maple Avenue Middle School:

The Maple Avenue Middle School will utilize the average proficiency rating of the NYS 6th, 7th, & 8th grade ELA and Math Assessments as the measures for their building goal. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target.

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do not have a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-93	92-85	84-77	76-73	72-69	68-65	64-61	60-57	56-53	52-49	48-45	44-41	40-37	36-33	32-29	28-25	24-21	20-17	16-13	12-9	<9

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do have a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-90	89-77	76-72	71-66	65-61	60-56	55-51	50-46	45-41	40-36	35-31	30-26	25-21	20-16	15-11	<11

III. Saratoga Springs CSD Elementary School Group Goals:

The Saratoga Springs City School District will utilize the average proficiency rating of the NYS 3rd, 4th, & 5th grade ELA and Math Assessments as the measures for the building goals for all six elementary schools. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target.

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for each building:

1. **Caroline Street Elementary:**

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do not have a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-95	94-88	87-80	79-77	76-73	72-69	68-65	64-61	60-57	56-53	52-49	48-45	44-41	40-37	36-33	32-29	28-25	24-21	20-17	16-13	<13

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do have a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-91	90-80	79-74	73-68	67-62	61-56	55-50	49-44	43-38	37-32	31-26	25-20	19-14	13-8	7-2	<2

2. **Division Street Elementary:**

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do not have a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-94	93-86	85-79	78-75	74-71	70-67	66-63	62-59	58-55	54-51	50-47	46-43	42-39	38-35	34-31	30-27	26-23	22-19	18-15	14-11	<11

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do have a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-91	90-79	78-73	72-67	66-61	60-55	54-49	48-43	42-37	36-31	30-25	24-19	18-13	12-7	6-1	<1

3. **Dorothy Nolan Elementary School:**

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do not have a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-93	92-85	84-75	74-71	70-67	66-63	62-59	58-55	54-51	50-47	46-43	42-39	38-35	34-31	30-27	26-23	22-19	18-15	14-11	10-7	<7

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do have a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-89	88-75	74-70	69-65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	<10

4. **Geyser Road Elementary:**

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do not have a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-94	93-86	85-78	77-73	72-69	68-65	64-61	60-57	56-53	52-49	48-45	44-41	40-37	36-33	32-29	28-25	24-21	20-17	16-13	12-9	<9

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do have a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-90	89-78	77-73	72-68	67-63	62-58	57-53	52-48	47-43	42-38	37-33	32-28	27-23	22-18	17-13	<13

5. **Greenfield Center Elementary:**

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do not have a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-91	90-80	79-69	68-65	64-61	60-57	56-53	52-49	48-45	44-41	40-37	36-33	32-29	28-25	24-21	20-17	16-13	12-9	8-3	2-1	0

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do have a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-85	84-69	68-64	63-59	58-54	53-49	48-44	43-39	38-34	33-29	28-24	23-19	18-14	13-9	8-4	<4

6. **Lake Avenue Elementary:**

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do not have a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-97	96-92	91-84	83-78	77-73	72-68	67-63	62-58	57-53	52-48	47-43	42-38	37-33	32-28	27-23	22-18	17-13	12-8	7-3	2-1	0

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for those teachers who do have a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-93	92-84	83-78	77-72	71-66	65-60	59-54	53-48	47-42	41-36	35-30	29-24	23-18	17-12	11-6	<6

Table 4.5 Determining HEDI Ratings

DANIELSON RUBRIC POINT TABLE				APPENDIX B
DOMAIN 1 - Planning & Preparation	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
1a - Demonstrating Knowledge of Content and Pedagogy	1	2	3	4
1b - Demonstrating Knowledge of Students	1	2	3	4
1c - Setting Instructional Outcomes	1	2	3	4
1d - Demonstrating Knowledge of Resources	1	2	3	4
1e - Designing Coherent Instruction	1	2	3	4
1f - Designing Student Assessment	1	2	3	4

DOMAIN 2 - Classroom Environment	**Ineffective**	**Developing**	**Effective**	**Highly Effective**
2a - Creating an Environment of Respect and Rapport	1	2	3	4
2b - Establishing a Culture of Learning	1	2	3	4
2c - Managing Classroom Procedures	1	2	3	4
2d - Managing Student Behavior	1	2	3	4
2e - Organizing Physical Space	1	2	3	4

DOMAIN 3 - Instruction	Ineffective	Developing	Effective	Highly Effective
3a - Communicating with Students	1	2	3	4
3b - Using Questioning and Discussion Techniques	1	2	3	4
3c - Engaging Students in Learning	1	2	3	4
3d - Using Assessment in Instruction	1	2	3	4
3e - Demonstrating Flexibility and Responsiveness	1	2	3	4

DOMAIN 4 - Professional Responsibilities	Ineffective	Developing	Effective	Highly Effective
4a - Reflection	1	2	3	4
4b - Maintaining Accurate Records	1	2	3	4
4c - Communicating with Families	1	2	3	4
4d - Participating in a Professional Community	1	2	3	4
4e - Growing and Developing Professionally	1	2	3	4
4f - Showing Professionalism -	1	2	3	4

Please Note: Where a sub-component is observed on multiple occasions the final score is based on a composite rating subject to the evidence gathered by the evaluator.

Determine the average for each domain. Then, apply the following formula:

[(domain #1 avg.) + (domain #2 avg.) + (2 x domain #3 avg.) + (2 x domain #4 avg.)] ÷ 6 = rubric score

Convert the rubric score using the following conversion chart:

SARATOGA SPRINGS
CITY SCHOOL DISTRICT
Every one, every child, every day

Other Measures of Effectiveness

New York State Teaching Standards

Ineffective: Overall average HEDI score of 1.0 to 1.4 on other measures of effectiveness

Developing: Overall average HEDI score of 1.5 to 2.4 on other measures of effectiveness

Effective: Overall average HEDI score of 2.5 to 3.4 on other measures of effectiveness

Highly effective: Overall average HEDI score of 3.5 to 4.0 on other measures of effectiveness

Average HEDI Score	1	1.1 to 1.4	1.5 to 1.9	2.0 to 2.4	2.5 to 2.9	3.0 to 3.4	3.5 to 3.7	3.8 to 4.0
Points	0	54	55	56	57	58	59	60
Rating	Ineffective		Developing		Effective		Highly Effective	

Saratoga Springs City School District

Teacher Improvement Plan (TIP)

The purpose of TIP is to address the instructional effectiveness and/or management related issues deemed unsatisfactory as determined by an administrator. The TIP will be developed by the district administration in consultation with the identified teacher.

Issued to: _____ Position: _____

Issued by: _____ Position: _____

Date Issued: _____/_____/_____

The following marked (√) performance criteria have been evaluated as unsatisfactory for the above listed teacher as determined by his/her building administrator:

- ☐ Content Knowledge
- ☐ Preparation
- ☐ Classroom Management
- ☐ Student Development
- ☐ Student Assessment
- ☐ Collaboration
- ☐ Communication with Students/Parents
- ☐ Reflective and Responsive Practice
- ☐ Professional Conduct
- ☐ Other_____

_____

Specific Notes: _____

_____

_____

_____

The following is a chart of targets and corresponding action plans established in relation to the performance criteria identified as unsatisfactory as specified above:

Target(s)	Plan(s) of Action	Deadlines

The following resources will be applied to support the above mentioned teacher's professional growth:

- ☐ Mentoring
- ☐ Professional Development/Workshops
- ☐ Peer Observation
- ☐ Classroom Observations in same school/different school
- ☐ Instructional Media/Resources
- ☐ Progress meetings
- ☐ Collaboration with curriculum specialist
- ☐ Reflective and Responsive Practice
- ☐ Other_____

_____

_____

_____

As a result of this TIP, we expect that said teacher will substantially improve in the areas identified as unsatisfactory. Regular meetings will be held between the building administrator, Director of Human Resources, the teacher, and a SSTA representative to discuss progress and make adjustments in the plan when/where applicable.

Teacher Comments:

_____

_____

_____

_____

Teacher Signature: _____ Date: ____/____/____

Administrator Comments:

_____

_____

_____

_____

Administrator Signature: _____ Date: ____/____/____

SSTA Representative Signature: _____ Date: ____/____/____

Teacher Name: _____

Completed by: _____Date: ____/____/____

Progress Report: To be completed by the building principal and reviewed with the teacher, SSTA representative, and department head (if applicable) during regular TIP meetings to monitor and assess progress towards targets.

Date of Progress Meeting	Targets	Status of Action Plans	Names of Meeting Attendees	Initials of the Person evaluating the Progress

C: Assistant Superintendent for Secondary Ed.
Assistant Superintendent for Elementary Ed.
Director of Human Resources
Personnel File

Locally Selected Measures of Principals

HEDI Scales

I. Saratoga Springs CSD Elementary School Principal Goals:

The Saratoga Springs City School District will utilize the average proficiency rating of the NYS 3rd, 4th, & 5th grade ELA and Math Assessments as the measures for the building goals for all six elementary schools. These will be averaged for the last three school years to set the baseline. For the purposes of this rating scale proficiency is considered to be a level 3 or above on the NYS Assessments. The points will be assigned based on the percentage of students achieving the target.

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for each building:

I. Caroline Street Elementary:

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for the principal if there is not a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-95	94-88	87-80	79-77	76-73	72-69	68-65	64-61	60-57	56-53	52-49	48-45	44-41	40-37	36-33	32-29	28-25	24-21	20-17	16-13	<13

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for the principal if there is a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-91	90-80	79-74	73-68	67-62	61-56	55-50	49-44	43-38	37-32	31-26	25-20	19-14	13-8	7-2	<2

II. **Division Street Elementary:**

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for the principal if there is not a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-94	93-86	85-79	78-75	74-71	70-67	66-63	62-59	58-55	54-51	50-47	46-43	42-39	38-35	34-31	30-27	26-23	22-19	18-15	14-11	<11

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for the principal if there is a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-91	90-79	78-73	72-67	66-61	60-55	54-49	48-43	42-37	36-31	30-25	24-19	18-13	12-7	6-1	<1

III. **Dorothy Nolan Elementary School:**

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for the principal if there is not a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-93	92-85	84-75	74-71	70-67	66-63	62-59	58-55	54-51	50-47	46-43	42-39	38-35	34-31	30-27	26-23	22-19	18-15	14-11	10-7	<7

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for the principal if there is a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-89	88-75	74-70	69-65	64-60	59-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	<10

IV. **Geyser Road Elementary:**

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for the principal if there is not a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-94	93-86	85-78	77-73	72-69	68-65	64-61	60-57	56-53	52-49	48-45	44-41	40-37	36-33	32-29	28-25	24-21	20-17	16-13	12-9	<9

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for the principal if there is a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-90	89-78	77-73	72-68	67-63	62-58	57-53	52-48	47-43	42-38	37-33	32-28	27-23	22-18	17-13	<13

5. **Greenfield Center Elementary:**

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for the principal if there is not a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-91	90-80	79-69	68-65	64-61	60-57	56-53	52-49	48-45	44-41	40-37	36-33	32-29	28-25	24-21	20-17	16-13	12-9	8-3	2-1	0

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for the principal if there is a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-85	84-69	68-64	63-59	58-54	53-49	48-44	43-39	38-34	33-29	28-24	23-19	18-14	13-9	8-4	<4

6. **Lake Avenue Elementary:**

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for the principal if there not is a state provided value-added growth measure:

20 Point HEDI Scale																				
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
100-97	96-92	91-84	83-78	77-73	72-68	67-63	62-58	57-53	52-48	47-43	42-38	37-33	32-28	27-23	22-18	17-13	12-8	7-3	2-1	0

The average of the proficiency levels on the six assessments will then be rated using the following HEDI Scale for the principal if there is a state provided value-added growth measure:

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-93	92-84	83-78	77-72	71-66	65-60	59-54	53-48	47-42	41-36	35-30	29-24	23-18	17-12	11-6	<6

For the 6-8 principal the following HEDI scale will be used for the locally selected measures. This is based on student performance on the Living Environment, the Physical Setting/Earth Science, and the Integrated Algebra Regents Exams or the NYS Common Core Algebra Regents (whichever is the higher of the two). The points will be assigned based on the percentage of students achieving the target.

I. **This scale will be used if the principal does <u>not</u> receive a value-added growth score for NYSED.**

20% local measures - 3 Regents Exams (Living Environment, Integrated Algebra, Physical Setting/Earth Science)																				
Average Percent of Students Scoring 65 or Higher on the 3 NYS Regents Exams																				
Conversion to 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
100-99	98-97	96-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-63	62-56	55-49	48-42	41-35	34-28	27-21	20-14	13-7	6-0

II. **For the 6-8 principal the following HEDI scale will be used for the locally selected measures. This is based on student performance on the Living Environment, the Physical Setting/Earth Science, and the Integrated Algebra Regents Exams or the NYS Common Core Algebra Regents (whichever is the higher of the two). This scale will be used if the principal <u>does</u> receive a value-added growth score for NYSED.**

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98	97-93	92-88	87-83	82-78	77-73	72-68	67-63	62-55	54-48	47-39	38-30	29-21	20-14	13-7	6-0

For the SSHS principal we will utilize the average of the passing rates of the NYS Living Environment Regents Exam, The NYS Integrated Algebra Regents Exam or the NYS Common Core Algebra Regents (whichever is the higher of the two), The NYS Global History and Geography Exam, the NYS U.S. History & Government Regents Exam, and the NYS Comprehensive English Language Arts Regents Exams. These will be averaged for the last three school years to set the baseline. The points will be assigned based on the percentage of students achieving the target.

I. **This average will then be rated according to the following HEDI Scale if the principal does <u>not</u> receive a value added growth score from NYSED:**

15 Point HEDI Scale															
HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-95	94-87	86-84	83-81	80-77	76-73	72-69	68-65	64-61	60-57	56-53	52-50	49-47	46-44	43-40	<40

II. **For the SSHS principal we will utilize the average of the passing rates of the NYS Living Environment Regents Exam, The NYS Integrated Algebra Regents Exam or the NYS Common Core Algebra Regents (whichever is the higher of the two), The NYS Global History and Geography Exam, the NYS U.S. History & Government Regents Exam, and the NYS Comprehensive English Regents Exams. These will be averaged for the last three school years to set the baseline. This average will then be rated according to the following HEDI Scale if the principal does receive a value added growth score from NYSED:**

Saratoga Springs High School
Local Measure- Principal APPR

20% local measures- Five Regents Exams (Living Environment, Integrated Algebra, Global, US History & Government, English)																				
Average Percent of Students Passing 5 June Regents Exams (Living Environment, Integrated Algebra, Global, US History & Government, English)																				
Conversion to 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
100-97	96-91	90-87	86-85	84-82	81-79	78-75	74-72	71-70	69-68	67-66	65	64-62	61-59	58-56	55-53	52-50	49-47	46-44	43-40	<40

9.7) Process for Assigning Points and Determining HEDI Ratings

SARATOGA SPRINGS CITY SCHOOL DISTRICT
APPR for Principals

POINT BREAKDOWN (with highlighted example) will be as follows:

Domain	Weight Given to Domain	Category	Ineffective	Developing	Effective	Highly Effective	# of Points (Example)	Total*
Domain #1: Shared Vision of Learning	1.0	Culture	1.0	2.25	3.5	4.0	3.5	
		Sustainability	1.0	2.25	3.5	4.0	2.25	2.86
Domain #2: School Culture and Instructional Program	2.0	Culture	1.0	2.25	3.5	4.0	2.25	
		Instructional Program	1.0	2.25	3.5	4.0	2.25	
		Capacity Building	1.0	2.25	3.5	4.0	3.5	
		Sustainability	1.0	2.25	3.5	4.0	2.25	
		Strategic Planning Process	1.0	2.25	3.5	4.0	3.5	2.75
Domain #3: Safe, Efficient, Effective Learning Environment	2.0	Capacity Building	1.0	2.25	3.5	4.0	3.5	
		Culture	1.0	2.25	3.5	4.0	3.5	
		Sustainability	1.0	2.25	3.5	4.0	2.25	
		Instructional Program	1.0	2.25	3.5	4.0	2.25	2.86
Domain #4:	1.0	Strategic Planning	1.0	2.25	3.5	4.0	2.25	

Community		Process						
		Culture	1.0	2.25	3.5	4.0	3.5	
		Sustainability	1.0	2.25	3.5	4.0	2.25	2.67
Domain #5: Integrity, Fairness, Ethics	1.0	Sustainability	1.0	2.25	3.5	4.0	3.5	
		Culture	1.0	2.25	3.5	4.0	2.25	2.86
Domain #6: Political, Social, Economic, Legal, and Cultural Context	1.0	Sustainability	1.0	2.25	3.5	4.0	3.5	
		Culture	1.0	2.25	3.5	4.0	2.25	2.86

*Total = (# of Points in Domain / # of Categories in Domain)

Domain	Weight	Total Points	Grand Total Points
1	1.0	2.86	2.86
2	2.0	2.75	2.75 + 2.75
3	2.0	2.86	2.86 + 2.86
4	1.0	2.67	2.67
5	1.0	2.86	2.86
6	1.0	2.86	2.86
		TOTAL POINTS	22.47

Next Step:
Take the "TOTAL POINTS" divide them by the number of categories (2 were weighted twice) = 8
[22.47 / 8 = 2.81]

Next Step:
Use the following conversion scale to determine the point range:

Level	Overall Rubric Average Score	60 Point Distribution
Ineffective	1.0 – 1.4	0 – 49
Developing	1.5 – 2.4	50 – 56
Effective	2.5 – 3.4	57 – 58
Highly Effective	3.5 – 4.0	59 – 60

[2.81 falls in the 2.5 – 3.4 range, so the number of points would be 57 – 58.]

Next Step:
Find 2.81 on the conversion chart below to find the exact number of points.
[2.81 = 57.6 points]

Please Note: for the below scale, all scores will be rounded up except where the rounding would change a principal's overall rating to a higher rating.

Ineffective Category

Total Average Rubric Score	Conversion Score
1.000	0
1.008	1
1.017	2
1.025	3
1.033	4
1.042	5
1.050	6
1.058	7
1.067	8
1.075	9

1.083	10
1.092	11
1.100	12
1.108	13
1.115	14
1.123	15
1.131	16
1.138	17
1.146	18
1.154	19
1.162	20
1.169	21
1.177	22
1.185	23
1.192	24
1.200	25
1.208	26
1.217	27
1.225	28
1.233	29
1.242	30
1.250	31
1.258	32
1.267	33
1.275	34
1.283	35
1.292	36
1.300	37
1.308	38
1.317	39
1.325	40
1.333	41
1.342	42

1.350	43
1.358	44
1.367	45
1.375	46
1.383	47
1.392	48
1.400	49

Developing Category

Total Average Rubric Score	Conversion Score
1.5	50
1.6	51
1.7	51
1.8	52
1.9	53
2.0	54
2.1	54
2.2	55
2.3	56
2.4	56

Effective Category

Total Average Rubric Score	Conversion Score
2.5	57
2.6	57
2.7	57
2.8	58
2.9	58
3.0	58
3.1	58
3.2	58
3.3	58
3.4	58

Highly Effective Category

Total Average Rubric Score	Conversion Score
3.5	59
3.6	59
3.7	59
3.8	60
3.9	60
4.0	60

SARATOGA SPRINGS
CITY SCHOOL DISTRICT
Every one, every child, every day

SARATOGA SPRINGS CITY SCHOOL DISTRICT
Principal Improvement Plan (PIP) Progress Report Form

This form will be completed by the Principal, Lead Evaluator, and SAA Representative during the regularly scheduled PIP Progress Meetings. Adjustments may be made to the plan as mutually agreed upon.

Principal's Name _____

Lead Evaluator's Name _____ Title: _____

Date of Progress Meeting: _____

The following represent the targeted areas in need of improvement and the respective plan:

Date of Progress Meeting:
Areas of Improvement:
Status of Action Plan:
Action Plan Adjustments Needed:
Names of Meeting Attendees:
Satisfactory Progress Made: _____ YES _____ NO
Principal's Signature:
Lead Evaluator's Signature:
SAA Representative's Signature:

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

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

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 8-30-13

Michael M. Pruinello

Teachers Union President Signature: Date: 8-30-13

Michael R. Mills

Administrative Union President Signature: Date:

Kevin A. O'Neals 8.30.13

Board of Education President Signature: Date:

8-30-2013