



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

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

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August 16, 2013

Revised

Jonathan Buhner, Superintendent
South Colonie Central School District
102 Loralee Drive
Albany, NY 12205

Dear Superintendent Buhner:

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: Charles Dedrick

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, June 18, 2013

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 010601060000

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

010601060000

1.2) School District Name: SOUTH COLONIE CSD

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

SOUTH COLONIE CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, August 08, 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	South Colonie - Developed Grade K ELA Assessment
1	District, regional, or BOCES-developed assessment	South Colonie - Developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	South Colonie - 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.

The SLO individual growth score will be set collaboratively between the administrators and the teachers after they review relevant student baseline data.
 The HEDI score will be based on the percentage of students that meet or exceed their individual target growth score.
 See chart below

90-100% students = 20 points
 85-89% students = 19 points
 80-84% students = 18 points
 77-79% students = 17 points
 74-76% students = 16 points
 71-73% students = 15 points
 68-70% students = 14 points
 65-67% students = 13 points

62-64% students = 12 points
 59-61% students = 11 points
 56-58% students = 10 points
 55% students = 9 points
 50-54% students = 8 points
 46-49% students = 7 points
 42-45% students = 6 points
 38-41% students = 5 points
 34-37% students = 4 points
 30-33% students = 3 points
 15-29% students = 2 points
 1-14% students = 1 point
 0% students = 0 points

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Evidence indicates that 80-100% of the students met the standards outlined in the SLO for similar students
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Evidence indicates that 55-79% of the students met the standards outlined in the SLO for similar students
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Evidence indicates that 30-54% of the students met the standards outlined in the SLO for similar students
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates that 0-29% of the students met the standards outlined in the SLO for similar students

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	South Colonie - Developed Grade K Math Assessment
1	District, regional, or BOCES-developed assessment	South Colonie - Developed Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	South Colonie - 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.	<p>The SLO individual growth score will be set collaboratively between the administrators and the teachers after they review relevant student baseline data.</p> <p>The HEDI score will be based on the percentage of students that meet or exceed their individual target growth score.</p> <p>See chart below</p> <p>90-100% students = 20 points</p>
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85-89% students = 19 points
 80-84% students = 18 points
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Evidence indicates that 30-54% of the students met the standards outlined in the SLO for similar students
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates that 0-29% of the students met the standards outlined in the SLO for similar students

2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Not applicable
7	District, regional or BOCES-developed assessment	South Colonie - 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.	The SLO individual growth score will be set collaboratively between the administrators and the teachers after they review relevant student baseline data. The HEDI score will be based on the percentage of students that
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meet or exceed their individual target growth score.

Please be advised that 6th grade science and social studies are considered common branch subjects within the district

See chart below

90-100% students = 20 points
 85-89% students = 19 points
 80-84% students = 18 points
 77-79% students = 17 points
 74-76% students = 16 points
 71-73% students = 15 points
 68-70% students = 14 points
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Evidence indicates that 80-100% of the students met the standards outlined in the SLO for similar students

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

Evidence indicates that 55-79% of the students met the standards outlined in the SLO for similar students

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

Evidence indicates that 30-54% of the students met the standards outlined in the SLO for similar students

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

Evidence indicates that 0-29% of the students met the standards outlined in the SLO for similar students

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Not Applicable
7	District, regional or BOCES-developed assessment	South Colonie - Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	South Colonie - 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.

The SLO individual growth score will be set collaboratively between the administrators and the teachers after they review relevant student baseline data.
The HEDI score will be based on the percentage of students that meet or exceed their individual target growth score.

Please be advised that 6th grade science and social studies are considered common branch subjects within the district

See chart below

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

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

Evidence indicates that 0-29% of the students met the standards outlined in the SLO for similar students

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	South Colonie - Developed Grade 9 Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>The SLO individual growth score will be set collaboratively between the administrators and the teachers after they review relevant student baseline data.</p> <p>The HEDI score will be based on the percentage of students that meet or exceed their individual target growth score.</p> <p>See chart below</p> <p>90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points 46-49% students = 7 points 42-45% students = 6 points 38-41% students = 5 points 34-37% students = 4 points 30-33% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points</p>
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2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>The SLO individual growth score will be set collaboratively between the administrators and the teachers after they review relevant student baseline data.</p> <p>The HEDI score will be based on the percentage of students that meet or exceed their individual target growth score.</p> <p>See chart below</p>
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates that 0-29% of the students met the standards outlined in the SLO for similar students

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Please be advised that the South Colonie Central School District will be administering the Common Core Algebra Regents.</p> <p>The SLO individual growth score will be set collaboratively between the administrators and the teachers after they review relevant student baseline data.</p> <p>The HEDI score will be based on the percentage of students that meet or exceed their individual target growth score.</p> <p>See chart below</p> <p>90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points 46-49% students = 7 points 42-45% students = 6 points 38-41% students = 5 points 34-37% students = 4 points 30-33% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Evidence indicates that 80-100% of the students met the standards outlined in the SLO for similar students</p>

Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates that 55-79% of the students met the standards outlined in the SLO for similar students
Developing (3 - 8 points) Results are below District goals for similar students.	Evidence indicates that 30-54% of the students met the standards outlined in the SLO for similar students
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates that 0-29% of the students met the standards outlined in the SLO for similar students

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Please be advised that the South Colonie Central School District will be administering the Comprehensive English Regents.</p> <p>The SLO individual growth score will be set collaboratively between the administrators and the teachers after they review relevant student baseline data.</p> <p>The HEDI score will be based on the percentage of students that meet or exceed their individual target growth score.</p> <p>See chart below</p> <p>90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points</p>
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 0% students = 0 points

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates that 80-100% of the students met the standards outlined in the SLO for similar students
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates that 55-79% of the students met the standards outlined in the SLO for similar students
Developing (3 - 8 points) Results are below District goals for similar students.	Evidence indicates that 30-54% of the students met the standards outlined in the SLO for similar students
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates that 0-29% of the students met the standards outlined in the SLO for similar students

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
For all other courses not listed above	District, Regional or BOCES-developed	South Colonie Developed Grade and Subject Specific Assessments
AP American History	State Assessment	Regents in United States History and Government
AP World History II	State Assessment	Regents in Global History and Geography
AP Prep English	State Assessment	NYS Comprehensive English Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLO individual growth score will be set collaboratively between the administrators and the teachers after they review relevant student baseline data. The HEDI score will be based on the percentage of students that
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meet or exceed their individual target growth score.
See chart below:

90-100% students = 20 points
85-89% students = 19 points
80-84% students = 18 points
77-79% students = 17 points
74-76% students = 16 points
71-73% students = 15 points
68-70% students = 14 points
65-67% students = 13 points
62-64% students = 12 points
59-61% students = 11 points
56-58% students = 10 points
55% students = 9 points
50-54% students = 8 points
46-49% students = 7 points
42-45% students = 6 points
38-41% students = 5 points
34-37% students = 4 points
30-33% students = 3 points
15-29% students = 2 points
1-14% students = 1 point
0% students = 0 points

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

Evidence indicates that 80-100% of the students met the standards outlined in the SLO for similar students

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

Evidence indicates that 55-79% of the students met the standards outlined in the SLO for similar students

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

Evidence indicates that 30-54% of the students met the standards outlined in the SLO for similar students

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

Evidence indicates that 0-29% of the students met the standards outlined in the SLO for similar students

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/5364/126172-TXEttx9bQW/South Colonie - Teacher - Conversion Chart - 20 points.xls

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, August 08, 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	5) District, regional, or BOCES–developed assessments	South Colonie - Developed Grade 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	South Colonie - Developed Grade 5 ELA Assessment
6	5) District, regional, or BOCES–developed assessments	South Colonie - Developed Grade 6 ELA Assessment

7	5) District, regional, or BOCES–developed assessments	South Colonie - Developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	South Colonie - Developed Grade 8 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>The administrator and the teacher will set a collaborative achievement target and the teacher’s HEDI score will be based on the percentage of students that meet or exceed the targeted achievement score.</p> <p>The achievement target will be applicable to all students in a grade level or subject area.</p> <p>See chart below:</p> <p>90-100% students = 15 points 80-89% students = 14 points 75-79% students = 13 points 71-74% students = 12 points 67-70% students = 11 points 63-66% students = 10 points 59-62% students = 9 points 55-58% students = 8 points 50-54% students = 7 points 45-49% students = 6 points 40-44% students = 5 points 35-39% students = 4 points 30-34% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of the district’s targeted achievement goals for similar students have been met
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-79% of the district’s targeted achievement goals for similar students have been met
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54% of the district’s targeted achievement goals for similar students have been met
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of the district’s targeted achievement goals for similar students have been met

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	South Colonie - Developed Grade 4 Math Assessment
5	5) District, regional, or BOCES–developed assessments	South Colonie - Developed Grade 5 Math Assessment
6	5) District, regional, or BOCES–developed assessments	South Colonie - Developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	South Colonie - Developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	South Colonie - Developed Grade 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>The administrator and the teacher will set a collaborative achievement target and the teacher’s HEDI score will be based on the percentage of students that meet or exceed the targeted achievement score.</p> <p>The achievement target will be applicable to all students in a grade level or subject area.</p> <p>See chart below:</p> <ul style="list-style-type: none"> 90-100% students = 15 points 80-89% students = 14 points 75-79% students = 13 points 71-74% students = 12 points 67-70% students = 11 points 63-66% students = 10 points 59-62% students = 9 points 55-58% students = 8 points 50-54% students = 7 points 45-49% students = 6 points 40-44% students = 5 points 35-39% students = 4 points 30-34% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of the district's targeted achievement goals for similar students have been met
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-79% of the district's targeted achievement goals for similar students have been met
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54% of the district's targeted achievement goals for similar students have been met
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of the district's targeted achievement goals for similar students have been met

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/540699-rhJdBgDruP/South Colonie - Local Teacher Conversion Chart - 20 points.xls

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	South Colonie - Developed Grade K ELA Assessment
1	5) District, regional, or BOCES-developed assessments	South Colonie - Developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES-developed assessments	South Colonie - Developed Grade 2 ELA Assessment
3	5) District, regional, or BOCES-developed assessments	South Colonie - Developed Grade 3 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The administrator and the teacher will set a collaborative achievement target and the teacher’s HEDI score will be based on the percentage of students that meet or exceed the targeted achievement score.</p> <p>The achievement target will be applicable to all students in a grade level or subject area.</p> <p>See chart below:</p>
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90-100% students = 20 points
 85-89% students = 19 points
 80-84% students = 18 points
 77-79% students = 17 points
 74-76% students = 16 points
 71-73% students = 15 points
 68-70% students = 14 points
 65-67% students = 13 points
 62-64% students = 12 points
 59-61% students = 11 points
 56-58% students = 10 points
 55% students = 9 points
 50-54% students = 8 points
 46-49% students = 7 points
 42-45% students = 6 points
 38-41% students = 5 points
 34-37% students = 4 points
 30-33% students = 3 points
 15-29% students = 2 points
 1-14% students = 1 point
 0% students = 0 points

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of the district's targeted achievement goals for similar students have been met
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-79% of the district's targeted achievement goals for similar students have been met
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54% of the district's targeted achievement goals for similar students have been met
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of the district's targeted achievement goals for similar students have been met

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	5) District, regional, or BOCES-developed assessments	South Colonie - Developed Grade K Math Assessment
1	5) District, regional, or BOCES-developed assessments	South Colonie - Developed Grade 1 Math Assessment
2	5) District, regional, or BOCES-developed assessments	South Colonie - Developed Grade 2 Math Assessment
3	5) District, regional, or BOCES-developed assessments	South Colonie - Developed Grade 3 Math Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The administrator and the teacher will set a collaborative achievement target and the teacher’s HEDI score will be based on the percentage of students that meet or exceed the targeted achievement score.</p> <p>The achievement target will be applicable to all students in a grade level or subject area.</p> <p>See chart below:</p> <p>90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points 46-49% students = 7 points 42-45% students = 6 points 38-41% students = 5 points 34-37% students = 4 points 30-33% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>80-100% of the district’s targeted achievement goals for similar students have been met</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>55-79% of the district’s targeted achievement goals for similar students have been met</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>30-54% of the district’s targeted achievement goals for similar students have been met</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-29% of the district’s targeted achievement goals for similar students have been met</p>

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	South Colonie - Developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	South Colonie - Developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	South Colonie - Developed Grade 8 Science 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.	<p>The administrator and the teacher will set a collaborative achievement target and the teacher’s HEDI score will be based on the percentage of students that meet or exceed the targeted achievement score.</p> <p>The achievement target will be applicable to all students in a grade level or subject area.</p> <p>See chart below:</p> <p>90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points 46-49% students = 7 points 42-45% students = 6 points 38-41% students = 5 points 34-37% students = 4 points 30-33% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of the district’s targeted achievement goals for similar students have been met
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-79% of the district’s targeted achievement goals for similar students have been met
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54% of the district’s targeted achievement goals for similar students have been met

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

0-29% of the district’s targeted achievement goals for similar students have been met

3.7) Grades 6-8 Social Studies

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

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

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

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

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

The administrator and the teacher will set a collaborative achievement target and the teacher’s HEDI score will be based on the percentage of students that meet or exceed the targeted achievement score.

The achievement target will be applicable to all students in a grade level or subject area.

See chart below:

- 90-100% students = 20 points
- 85-89% students = 19 points
- 80-84% students = 18 points
- 77-79% students = 17 points
- 74-76% students = 16 points
- 71-73% students = 15 points
- 68-70% students = 14 points
- 65-67% students = 13 points
- 62-64% students = 12 points
- 59-61% students = 11 points
- 56-58% students = 10 points
- 55% students = 9 points
- 50-54% students = 8 points
- 46-49% students = 7 points
- 42-45% students = 6 points
- 38-41% students = 5 points
- 34-37% students = 4 points

	30-33% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of the district's targeted achievement goals for similar students have been met
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-79% of the district's targeted achievement goals for similar students have been met
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54% of the district's targeted achievement goals for similar students have been met
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of the district's targeted achievement goals for similar students have been met

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES-developed assessments	South Colonie - Developed Grade 9 Global 1 Assessment
Global 2	5) District, regional, or BOCES-developed assessments	South Colonie - Developed Grade 10 Global 2 Assessment
American History	5) District, regional, or BOCES-developed assessments	South Colonie - Developed Grade 11 American History Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The administrator and the teacher will set a collaborative achievement target and the teacher's HEDI score will be based on the percentage of students that meet or exceed the targeted achievement score.</p> <p>The achievement target will be applicable to all students in a grade level or subject area.</p> <p>See chart below:</p>
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90-100% students = 20 points
 85-89% students = 19 points
 80-84% students = 18 points
 77-79% students = 17 points
 74-76% students = 16 points
 71-73% students = 15 points
 68-70% students = 14 points
 65-67% students = 13 points
 62-64% students = 12 points
 59-61% students = 11 points
 56-58% students = 10 points
 55% students = 9 points
 50-54% students = 8 points
 46-49% students = 7 points
 42-45% students = 6 points
 38-41% students = 5 points
 34-37% students = 4 points
 30-33% students = 3 points
 15-29% students = 2 points
 1-14% students = 1 point
 0% students = 0 points

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of the district's targeted achievement goals for similar students have been met
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-79% of the district's targeted achievement goals for similar students have been met
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54% of the district's targeted achievement goals for similar students have been met
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of the district's targeted achievement goals for similar students have been met

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	5) District, regional, or BOCES-developed assessments	South Colonie - Developed Grade 9 Living Environment Assessment
Earth Science	5) District, regional, or BOCES-developed assessments	South Colonie - Developed Grade 8 Earth Science Assessment
Chemistry	5) District, regional, or BOCES-developed assessments	South Colonie - Developed Grade 10 Chemistry Assessment
Physics	5) District, regional, or BOCES-developed assessments	South Colonie - Developed Grade 11 Physics Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The administrator and the teacher will set a collaborative achievement target and the teacher's HEDI score will be based on the percentage of students that meet or exceed the targeted achievement score.</p> <p>The achievement target will be applicable to all students in a grade level or subject area.</p> <p>See chart below:</p> <p>90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points 46-49% students = 7 points 42-45% students = 6 points 38-41% students = 5 points 34-37% students = 4 points 30-33% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>80-100% of the district's targeted achievement goals for similar students have been met</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>30-54% of the district's targeted achievement goals for similar students have been met</p>
<p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>55-79% of the district's targeted achievement goals for similar students have been met</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-29% of the district's targeted achievement goals for similar students have been met</p>

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	5) District, regional, or BOCES–developed assessments	South Colonie - Developed Grade 9 Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	South Colonie - Developed Grade 10 Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	South Colonie - Developed Grade 11 Algebra 2 Assessment

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The administrator and the teacher will set a collaborative achievement target and the teacher’s HEDI score will be based on the percentage of students that meet or exceed the targeted achievement score.</p> <p>The achievement target will be applicable to all students in a grade level or subject area.</p> <p>See chart below:</p> <ul style="list-style-type: none"> 90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points 46-49% students = 7 points 42-45% students = 6 points 38-41% students = 5 points
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34-37% students = 4 points
 30-33% students = 3 points
 15-29% students = 2 points
 1-14% students = 1 point
 0% students = 0 points

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

80-100% of the district's targeted achievement goals for similar students have been met

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

55-79% of the district's targeted achievement goals for similar students have been met

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

30-54% of the district's targeted achievement goals for similar students have been met

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

0-29% of the district's targeted achievement goals for similar students have been met

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES-developed assessments	South Colonie - Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES-developed assessments	South Colonie - Developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES-developed assessments	South Colonie - Developed Grade 11 ELA Assessment

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

The administrator and the teacher will set a collaborative achievement target and the teacher's HEDI score will be based on the percentage of students that meet or exceed the targeted

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The administrator and the teacher will set a collaborative achievement target and the teacher’s HEDI score will be based on the percentage of students that meet or exceed the targeted achievement score.</p>
	<p>The achievement target will be applicable to all students in a grade level or subject area.</p>
	<p>See chart below:</p>
	<p>90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points 46-49% students = 7 points 42-45% students = 6 points 38-41% students = 5 points 34-37% students = 4 points 30-33% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>80-100% of the district’s targeted achievement goals for similar students have been met</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>55-79% of the district’s targeted achievement goals for similar students have been met</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>30-54% of the district’s targeted achievement goals for similar students have been met</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for</p>	<p>0-29% of the district’s targeted achievement goals for similar students have been met</p>

grade/subject.

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/12149/540699-y92vNseFa4/South Colonie - Local Teacher Conversion Chart - 20 points.xls

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

In the case of a teacher who has multiple locally selected measures, the evaluator will assess the results of each of the measures individually and assign a point value from 0-20 (or 0-15) as applicable.

Then each local measure will be weighted proportionately based on the number of students included in all the locally selected measures. This will provide for one overall growth component score between 0-20 points. All values will be rounded to the nearest round number, with equal to or greater to .5 being rounded up and less than .5 being rounded down.

In no case will rounding rules allow for a teacher to move between HEDI bands.

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'	Checked

performance in ways that improve student learning and instruction.	
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 Friday, August 02, 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]	32
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The South Colonie Central School District will use the four domains within the Danielson Framework for Teaching to assess all "other measures of teacher effectiveness".

Domains 1 and 4 will be assessed through a review of student work, teacher lesson plans and other artifacts relative to those domains. The teacher and evaluator will meet annually at the beginning of the school year to collaboratively review and determine what

evidence will be gathered for Domains 1 and 4. The evaluator and the teacher will maintain all components of the rubric but may choose to emphasize certain components over others (See H9, APPR Guidance Document, August 2012). The evaluator and the teacher will also meet at the mid-point of the school year to review the progress made in collecting the evidence and artifacts.

At the end of the school year, the evaluator and teacher will meet and review the evidence and use the Danielson Rubric to determine a score for the components. The scores for the components will be averaged and an overall score will be determined for Domain 1 and Domain 4 based on the average component score.

Domains 2 and 3 will be assessed through teacher observation. Tenured teachers will be observed two times during the year, one observation will be announced and one observation will be unannounced. Non-tenured teachers will be observed three times during the course of the school year, two of the observations will be announced and one will be unannounced. The evaluator and teacher will maintain all components of the rubric, but may choose to emphasize certain components or elements over others (See H9, APPR Guidance Document, August 2012). The components within the observations will be scored using the Danielson Rubric. The scores for the components will be averaged and an overall score will be determined for Domain 2 and Domain 3 based on the average component score.

The scores from the multiple observations will be averaged and one overall score, from 1-4, will be assigned for Domain 2 and Domain 3.

In order to ensure that the majority of the 60 points in “other measures of teacher effectiveness” are arrived at from the observations, the scores will be weighted. The scores from Domain 2 and Domain 3 will be averaged and multiplied by (.53 or 32/60), and the scores from Domain 1 and Domain 4 will be averaged and multiplied by (.47 or 28/60). These two scores will be added together to arrive at a final score, between 1-4, that will be converted according to the HEDI ratings listed below and the attached chart.

All four domains will be assessed on an annual basis according to the guidelines outlined above.

Final rubric scores listed in the chart are the minimum scores necessary to achieve the corresponding HEDI score on the chart.

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

assets/survey-uploads/5091/126176-eka9yMJ855/South Colonie - Teacher Conversion Chart - 60 points_1.xls

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.	Highly effective teachers will receive a score of 59-60 based on the average of their rubric scores which must fall between a score of 3.0 and 4.0
Effective: Overall performance and results meet NYS Teaching Standards.	Effective teachers will receive a score of 56-58 based on the average of their rubric scores which must fall between a score of 2.3 and 2.9
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing teachers will receive a score of 50-55 based on the average of their rubric scores which must fall between a score of 1.5 and 2.2
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Ineffective teachers will receive a score of 0-49 based on the average of their rubric scores which must fall between a score of 1.0 and 1.4

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
------------------	-------

Effective	56-58
Developing	50-55
Ineffective	0-49

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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)

Created Tuesday, April 30, 2013

Updated Monday, July 01, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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	56-58
Developing	50-55
Ineffective	0-49

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, August 02, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/126178-Df0w3Xx5v6/Teacher Improvement Plan - Narrative - 2012.doc

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:

Annual Professional Performance Review Plan

Teacher Appeals Process

Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers and building principals, as well as the issuance and implementation of improvement plans for teachers and principals whose performance is assessed as either Developing or Ineffective.

To the extent that a teacher wishes to challenge a performance review and/or improvement plan under the new evaluation system, the South Colonie Central School District has established an appeals process.

Appeals of Overall Composite Score Below 80 Points Only

Appeals of the Annual Professional Performance Review will be limited to teachers that have received an overall composite score below 80 points.

What may be challenged in an appeal?

Appeals will be limited to whether or not the school district:

- (1) adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c
- (2) Adhered to the Commissioner's regulations regarding APPR
- (3) Complied with the procedures outlined in the district's APPR
- (4) Correctly issued and/or implemented the terms of a Teacher Improvement Plan

Teachers may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised within one appeal.

Burden of Proof

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

Timeframe for Filing Appeal

All appeals must be submitted in writing no later than 15 work days of the date when the teacher receives his or her annual professional performance review final composite scores. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed with 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

Decision Making Process

The teacher who wants to make an appeal of a composite rating of below 80 points must submit the appeal in writing to the Assistant Superintendent for Instruction.

This written appeal must include a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

The Assistant Superintendent for Instruction will inform the President of SCTA and the Superintendent that an appeal has been filed. The President of SCTA being informed of the appeal, the SCTA President and the Assistant Superintendent will arrange a meeting with the teacher to determine the nature of the appeal and ascertain if a solution to the appeal can be determined.

If no solution can be determined at that time, a panel of three teachers, selected by the President of SCTA and three members of the South Colonie Administrators' Association selected by the Superintendent, in consultation with the President of SCAA, will be convened to review the appeal. The panel will review the information submitted by the teacher and may request additional information. If a majority of the panel is able to reach a decision, that decision will be binding. If the panel is not able to arrive at a majority decision the appeal will be submitted to the Superintendent.

The Superintendent, will review the information and make a ruling on the appeal and inform the teacher of the outcome of the appeal in writing.

Each step of this appeal process and the resolution of the appeal will occur in a timely and expeditious manner.

Timeframe for a Response from the District

Within 15 work days of receipt of an appeal, the Superintendent or his/her designee must submit a detailed written response to the appeal. The failure to respond to the appeal within the 15 days shall result in granting the relief requested in the appeal by the teacher.

In order to ensure that appeals of annual performance reviews will be handled in a timely and expeditious manner the following timeline will be adhered to:

- Submission of the appeal by the teacher to the Assistant Superintendent for Instruction.
- Assistant Superintendent for Instruction informs the Superintendent and the SCTA President of the appeal.
 - o Timeframe – Within 24 hours of the submission of the appeal
- Assistant Superintendent, SCTA President and the teacher filing the appeal meet to discuss a possible resolution.
 - o Timeframe – Within five business days of the receipt of the appeal
- If there is no resolution - a panel of three SCTA and three SCAA members will be convened to hear and reach a decision regarding the appeal.
 - o Timeframe – Within ten business days of the receipt of the appeal
- If the majority of the panel does not agree – the Superintendent will render a decision and submit that decision in writing to the teacher
 - o Timeframe – Within 15 business days of the receipt of the appeal

The time frames referred to herein may be extended by mutual agreement of the parties provided that the District ensures that the resolution of any appeal is timely and expeditious in accordance with Education Law 3012-c.

The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

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.

Duration the Evaluator Training

The evaluators in the South Colonie Central School District will attend training equivalent to the following duration:

- One full day prior to the start of school during the month of August
- Four half days during the course of the school year

The South Colonie Central School District ensures that the training will be held on an ongoing and yearly basis.

Nature and Process of the Evaluator Training

The training for the evaluators for the South Colonie Central School district will contain on an ongoing and yearly basis the following nine elements:

1. NYS Teaching Standards, and their related elements and performance indicators.
2. Observation techniques grounded in research.
3. Application and use of the student growth percentile model.
4. Application and use of the Danielson Framework for Teaching Rubric to observe a teacher's practice and ensure inter-rater reliability.
5. Application and use of the Danielson Framework for Teaching Rubric to evaluate teacher's structured portfolio reviews and ensure

inter-rater reliability.

6. Application and use of the South Colonie Developed Grade Level and Subject Specific Assessments used for the Locally Selected Measure.

7. Use of the Statewide Instructional Reporting System

8. Scoring methodology used by the South Colonie Central School District to generate scores for each subcomponent and the overall composite effectiveness score and the use of the scoring ranges prescribed by the Commissioner for the four rating categories for the teacher's overall rating.

9. Specific considerations in evaluating teachers and principals of the English language learners and students with disabilities.

The training will be conducted by the Assistant Superintendent for Instruction and instructional coaches from Capital Region BOCES.

Process for Certifying and Re-Certifying Lead Evaluators

The South Colonie Board of Education will certify the Lead Evaluators upon completion of the training associated with the nine elements listed above.

The South Colonie Board of Education will re-certify the Lead Evaluators on an annual basis upon completion of the training associated with the nine elements listed above.

Process for Ensuring Inter-Rater Reliability

On an annual basis the Assistant Superintendent for Instruction will review the subcomponent and overall composite scores produced by the Lead Evaluators in the district to identify any outliers or discrepancies in scoring.

In addition, during the training days outlined above, the evaluators will review and score classroom videos from Teachscape to also ensure inter-rater reliability.

Evaluators will also be asked to complete an observation with another evaluator and review the rubric to ensure inter-rater reliability.

Evaluators will also be asked to compare evidence collected for the structured portfolio review and review the rubric to ensure inter-rater reliability.

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	Checked
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Commissioner.

6.7) Assurances -- Data | Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them. Checked

6.7) Assurances -- Data | Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements. Checked

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

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Page 1

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

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

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

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

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

5-8
9-12
(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)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4	State assessment	Grade 4 Results from the State-provided growth measures for ELA and Math
K-4	State assessment	Grade 3 State Assessments in ELA and Math

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.	<p>The SLO individual growth score targets will be set collaboratively between the principal and the Assistant Superintendent for Instruction after they review the relevant student baseline data.</p> <p>In order to proportionally combine the grade 4 state provided results with the 3rd grade results, the evaluator will assess the results of each of the measures individually and a point value from 0-20 be determined based on the number of students meeting the predetermined targets.</p> <p>Then each measure will be weighted proportionately based on the number of students included in all the locally selected measures. This will provide for one overall growth component score between 0-20 points. All values will be rounded to the nearest round number, with equal to or greater to .5 being</p>
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rounded up and less than .5 being rounded down.

In no case will rounding rules allow for a principal to move between HEDI scoring bands.

The HEDI score for the principals will be based on the percentage of students that meet or exceed their individual target growth score.

See chart below:

90-100% students = 20 points
85-89% students = 19 points
80-84% students = 18 points
77-79% students = 17 points
74-76% students = 16 points
71-73% students = 15 points
68-70% students = 14 points
65-67% students = 13 points
62-64% students = 12 points
59-61% students = 11 points
56-58% students = 10 points
55% students = 9 points
50-54% students = 8 points
46-49% students = 7 points
42-45% students = 6 points
38-41% students = 5 points
34-37% students = 4 points
30-33% students = 3 points
15-29% students = 2 points
1-14% students = 1 point
0% students = 0 points

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

Evidence indicates that 80-100% of the students met the standards outlined in the SLO for similar students

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

Evidence indicates that 55-79% of the students met the standards outlined in the SLO for similar students

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

Evidence indicates that 30-54% of the students met the standards outlined in the SLO for similar students

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

Evidence indicates that 0-29% of the students met the standards outlined in the SLO for similar students

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)

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Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 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
5-8	(d) measures used by district for teacher evaluation	South Colonie Developed Locally Developed Assessments in ELA for Grades 5-8
9-12	(d) measures used by district for teacher evaluation	Common Core Algebra Regents Exam/NYS Comprehensive English Regents Assessment/Living Environment Regents Exam/Global History Regents Exam/United States History and Government Regents Exam

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The principal and the Assistant Superintendent will set individual collaborative achievement targets and the principal's HEDI score will be based on the percentage of students that meet or exceed targeted achievement score.</p> <p>The achievement target will be applicable to all students in a grade level or subject area.</p> <p>See chart below:</p> <p>90-100% students = 15 points 80-89% students = 14 points 75-79% students = 13 points</p>
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71-74% students = 12 points
 67-70% students = 11 points
 63-66% students = 10 points
 59-62% students = 9 points
 55-58% students = 8 points
 50-54% students = 7 points
 45-49% students = 6 points
 40-44% students = 5 points
 35-39% students = 4 points
 30-34% students = 3 points
 15-29% students = 2 points
 1-14% students = 1 point
 0% students = 0 points

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

80-100% of the district's targeted achievement goals for similar students have been met

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

55-79% of the district's targeted achievement goals for similar students have been met

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

30-54% of the district's targeted achievement goals for similar students have been met

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

0-29% of the district's targeted achievement goals for similar students have been met

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/12190/540704-qBFVOWF7fC/South Colonie - Principal Conversion Chart - 20 points.xls

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

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

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

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

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

whose performance levels on State assessments are proficient or advanced)

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	South Colonie Developed Local Assessment in ELA for Grades K-4
K-4	(d) measures used by district for teacher evaluation	South Colonie Developed Local Assessment in Math for Grades K-4

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The principal and the Assistant Superintendent will set individual collaborative achievement targets and the principal's HEDI score will be based on the percentage of students that meet or exceed targeted achievement score.</p> <p>The achievement target will be applicable to all students in a grade level or subject area.</p>
--	---

See chart below:

90-100% students = 20 points
85-89% students = 19 points
80-84% students = 18 points
77-79% students = 17 points
74-76% students = 16 points
71-73% students = 15 points
68-70% students = 14 points
65-67% students = 13 points
62-64% students = 12 points
59-61% students = 11 points
56-58% students = 10 points
55% students = 9 points
50-54% students = 8 points
46-49% students = 7 points
42-45% students = 6 points
38-41% students = 5 points
34-37% students = 4 points
30-33% students = 3 points
15-29% students = 2 points
1-14% students = 1 point
0% students = 0 points

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

80-100% of the district's targeted achievement goals for similar students have been met

Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

55-79% of the district's targeted achievement goals for similar students have been met

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

30-54% of the district's targeted achievement goals for similar students have been met

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

0-29% of the district's targeted achievement goals for similar students have been met

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

(No response)

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

assets/survey-uploads/5366/144040-T8MIGWUVm1/Principals Conversion Chart - 20 points.xls

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 response)

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.

In the case of a principal who has multiple locally selected measures, the evaluator will assess the results of each of the measures individually and assign a point value from 0-20 (or 0-15) as applicable.

Then each local measure will be weighted proportionately based on the number of students included in all the locally selected measures. This will provide for one overall growth component score between 0-20 points. All values will be rounded to the nearest round number, with equal to or greater to .5 being rounded up and less than .5 being rounded down.

See HEDI descriptions.

In no case will rounding rules allow for a principal to move between HEDI scoring bands.

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 Thursday, August 08, 2013

Page 1

9.1) Principal Practice Rubric

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

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

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.

The Principals will be rated in each of the 6 Domains using the MPPR Rubric.

The Principals will be rated on a scale from 1-4 on the subcomponents in the MPPR Rubric Domains.

Those subcomponent scores will be averaged across multiple school visits to determine a Domain Score for each of the 6 Domains. The Domain Scores will also be on a scale from 1-4.

The 6 Domain Scores will be averaged to arrive at an Overall Average Domain Score, from 1-4.

The Overall Average Domain Score (1-4) will be converted to a 60 point score using the conversion chart that is attached in section 9.7.

Final rubric scores that are listed in the charts are the minimum score necessary to achieve the corresponding HEDI score.

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

assets/survey-uploads/5143/126010-pMADJ4gk6R/South Colonie Principals - 60 Points - Conversion Chart - Other Measures_1.xls

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.	Highly effective principals will receive a score of 59-60 based on the average of their rubric scores which must fall between a score of 3.0 and 4.0
Effective: Overall performance and results meet standards.	Effective principals will receive a score of 56-58 based on the average of their rubric scores which must fall between a score of 2.3 and 2.9
Developing: Overall performance and results need improvement in order to meet standards.	Developing principals will receive a score of 50-55 based on the average of their rubric scores which must fall between a score of 1.5 and 2.2
Ineffective: Overall performance and results do not meet standards.	Ineffective principals will receive a score of 0-49 based on the average of their rubric scores which must fall between a score of 1.0 and 1.4

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	56-58
Developing	50-55
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 Monday, July 01, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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	56-58
Developing	50-55
Ineffective	0-49

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, July 26, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/144342-Df0w3Xx5v6/Principal Improvement Plan - Narrative - 2012_1.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:

Annual Professional Performance Review Plan

Principal Appeals Process

Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers and building principals, as well as the issuance and implementation of improvement plans for teachers and principals whose performance is assessed as either Developing or Ineffective.

To the extent that a Principal wishes to challenge a performance review and/or improvement plan under the new evaluation system, the South Colonie Central School District has established an appeals process.

Appeals of Ineffective and Developing Ratings Only

Appeals of the Annual Professional Performance Review will be limited to Principals that have received an overall composite score in the ineffective or developing ranges.

What may be challenged in an appeal?

Appeals will be limited to whether or not the school district:

- (1) adhered to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-C
- (2) Adhered to the Commissioner's regulations regarding APPR
- (3) Complied with the procedures outlined in the district's APPR
- (4) Correctly issued and/or implemented the terms of a Principal Improvement Plan

Principals may not file multiple appeals regarding the same performance review or Principal Improvement Plan. All grounds for appeal must be raised within one appeal.

Burden of Proof

In an appeal, the Principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

Timeframe for Filing Appeal

All appeals must be submitted in writing no later than 15 work days of the date when the Principal receives his or her annual professional performance review final composite score. If a Principal is challenging the issuance of a Principal Improvement Plan, appeals must be filed within 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the Principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

Decision Making Process

The Principal who wants to make an appeal of a composite rating of developing or ineffective rating must submit the desire to file an appeal in writing to the Superintendent.

This written appeal must include a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

The Superintendent will inform the President of SCAA that an appeal has been filed. The SCAA President and the Superintendent will hold a meeting with the Principal to determine if a mutually agreed upon solution can be arranged.

If a mutually agreed upon solution cannot be arranged, the Superintendent will review the appeal and make a final determination.

Each step of this appeal process and the resolution of the appeal will occur in a timely and expeditious manner.

Timeframe for a Response from the District

Within 15 work days of receipt of an appeal, the Superintendent or his/her designee must submit a detailed written response to the appeal. The failure to respond to the appeal within the 15 days shall result in the granting of the relief requested in the appeal by the principal.

The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support

the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The Principal initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

In order to ensure that appeals of annual performance reviews will be handled in a timely and expeditious manner the following timeline will be adhered to:

- Submission of the appeal by the principal to the Superintendent.
- Superintendent informs the President of SCAA of the appeal.
Timeframe – Within 24 hours of the submission of the appeal
- Superintendent, SCCA President and the principal filing the appeal meet to discuss a possible resolution.
Timeframe – Within ten business days of the receipt of the appeal
- If there is no resolution - the Superintendent will render a decision and submit that decision in writing to the principal.
Timeframe – Within 15 business days of the receipt of the appeal

The time frames referred to herein may be extended by mutual agreement of the parties provided that the District ensures that the resolution of any appeal is timely and expeditious in accordance with Education Law 3012-c.

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.

Process for Training the Lead Evaluator

The Lead Evaluator will be the Assistant Superintendent for Instruction. The training will be conducted by Capital Region BOCES.

The Process for Certification and Re-Certification of the Lead Evaluator

The Board of Education will certify and re-certify the Lead Evaluator on an annual basis.

The Process for Ensuring Inter-Rater Reliability

There will be no issues with inter-rater reliability, since there is only one rater.

The Nature and the Duration of such Training

The training will be the equivalent of four days during the course of the school year. The training will cover the following nine elements:

1. NYS Teaching Standards, and their related elements and performance indicators.
2. Observation techniques grounded in research.
3. Application and use of the student growth percentile model.
4. Application and use of the Danielson Framework for Teaching Rubric to observe a teacher's practice and ensure inter-rater reliability.
5. Application and use of the Danielson Framework for Teaching Rubric to evaluate teacher's structured portfolio reviews and ensure inter-rater reliability.
6. Application and use of the South Colonie Developed Grade Level and Subject Specific Assessments used for the Locally Selected Measure.
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used by the South Colonie Central School District to generated scores for each subcomponent and the overall composite effectiveness score and the use of the scoring ranges prescribed by the Commissioner for the four rating categories for the

teacher's overall rating.

9. Specific considerations in evaluating teachers and principals of the English language learners and students with disabilities.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Tuesday, August 13, 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/12158/540708-3Uqgn5g9Iu/APPR IC Form Sent 08-13-13.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.

Conversion Chart for 20 Points Growth or Local Assessment Component

South Colonie Central School District	
Student Learning Objectives as Comparable Growth - Teacher	
Points	Percentage
20	90-100
19	85-89
18	80-84
17	77-79
16	74-76
15	71-73
14	68-70
13	65-67
12	62-64
11	59-61
10	56-58
9	55
8	50-54
7	46-49
6	42-45
5	38-41
4	34-37
3	30-33
2	15-29
1	1-14
0	0

Conversion Chart for 20 Points Growth or Local Assessment Component

South Colonie Central School District	
Locally Selected Measure - Teacher	
Points	Percentage
20	90-100
19	85-89
18	80-84
17	77-79
16	74-76
15	71-73
14	68-70
13	65-67
12	62-64
11	59-61
10	56-58
9	55
8	50-54
7	46-49
6	42-45
5	38-41
4	34-37
3	30-33
2	15-29
1	1-14
0	0

Conversion Chart for 20 Points Growth or Local Assessment Component

South Colonie Central School District	
Locally Selected Measure - Teacher	
Points	Percentage
20	90-100
19	85-89
18	80-84
17	77-79
16	74-76
15	71-73
14	68-70
13	65-67
12	62-64
11	59-61
10	56-58
9	55
8	50-54
7	46-49
6	42-45
5	38-41
4	34-37
3	30-33
2	15-29
1	1-14
0	0

South Colonie Central School District	
Rubric Score to Sub-Component Conversion Chart	
Total Average Rubric Score	Conversion Score for Composite
Ineffective 0-49	
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

Total Average Rubric Score	Conversion Score for Composite
Ineffective 0-49	
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 50-55	
1.5	50
1.6	51
1.7	51
1.8	52
1.9	53
2.0	54
2.1	54
2.2	55
Effective 56-58	
2.3	56
2.4	56
2.5	57
2.6	57
2.7	58
2.8	58
2.9	58
Highly Effective 59-60	
3.0	59
3.1	59
3.2	59
3.3	59
3.4	59
3.5	60
3.6	60
3.7	60
3.8	60
3.9	60
4.0	60

Annual Professional Performance Review Plan

Teacher Improvement Plan (TIP)

Upon rating a teacher as Developing or Ineffective through an APPR the South Colonie Central School District must formulate and commence the implementation of a teacher improvement plan (TIP)

While informal improvement plans and suggestions for growth are a natural part of the evaluation process, creating a formal Teacher Improvement Plan (TIP) will include the following steps:

1. The TIP must begin no later than 10 school days from the opening of classes in the school year following the school year for which the teacher is being measured.
2. A meeting will be set up with teacher, evaluator, SCTA representation and the Assistant Superintendent for Instruction and at that meeting a plan will be developed that works to improve the teacher's performance in regards to the areas of concern that have been identified during the evaluation process.
3. A Teacher Improvement Plan will include:
 - a. *Areas of Needed Improvement:* What are the specific areas of improvement that were identified in the previous year's evaluation?
 - b. *Timeline for Achieving Improvement:* What is the length time that the TIP will be implemented? Generally, most TIPs will be for an academic year, however there may be circumstances that warrant longer plans.
 - c. *Differentiated Activities:* What activities, directly related to the area for improvement, will the teacher need to complete, to satisfy the TIP?
 - d. *How the Improvement will be Assessed:* What is the criteria that the evaluators will use to determine if there has been appropriate growth and progress? Specifically, what artifacts must the teacher produce to serve as a benchmark of improvement?
4. A probationary teacher should be made aware that continued concerns related to their performance could result in their termination.
5. Proper mentoring can be made available to a teacher on a TIP.
6. The Assistant Superintendent for Instruction will act as a secondary evaluator for any teacher on a TIP.
7. A copy of each Teacher Improvement Plan must be sent to the Human Resource Office.

ANNUAL PROFESSIONAL PERFORMANCE REVIEW

TEACHER IMPROVEMENT PLAN (TIP)

Name: _____ Position: _____

School Year: _____ Date: _____

Areas of Needed Improvement: What are the specific areas of improvement that were identified in the previous year's evaluation?

Timeline for Achieving Improvement: What is the length time that the TIP will be implemented?
Generally, most TIPs will be for an academic year, however there may be circumstances that warrant longer plans.

Differentiated Activities: What differentiated activities will the teacher need to complete to satisfy the TIP? These activities should be directly connected to the areas that need improvement.

How the Improvement will be Assessed: What is the criteria that the evaluators will use to determine if there has been appropriate growth and progress? Specifically, what artifacts must the teacher produce to serve as a benchmark of improvement?

Primary Evaluator's Signature

Date

Assistant Superintendent's Signature

Date

Teacher's Signature

Date

Conversion Chart for 20 Points Growth or Local Assessment Component

South Colonie Central School District	
Locally Selected - Principal	
Points	Percentage
20	90-100
19	85-89
18	80-84
17	77-79
16	74-76
15	71-73
14	68-70
13	65-67
12	62-64
11	59-61
10	56-58
9	55
8	50-54
7	46-49
6	42-45
5	38-41
4	34-37
3	30-33
2	15-29
1	1-14
0	0

Conversion Chart for 20 Points Growth or Local Assessment Component

South Colonie Principal Conversion Chart 20 Points

Points	Percentage of Students Meeting the Standards in the SLO
20	90-100
19	85-89
18	80-84
17	77-79
16	74-76
15	71-73
14	68-70
13	65-67
12	62-64
11	59-61
10	56-58
9	55
8	50-54
7	46-49
6	42-45
5	38-41
4	34-37
3	30-33
2	15-29
1	1-14

Conversion Chart for 20 Points Growth or Local Assessment Component

0	0
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South Colonie Central School District	
Rubric Score to Sub-Component Conversion Chart	
Total Average Rubric Score	Conversion Score for Composite
Ineffective 0-49	
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

Total Average Rubric Score	Conversion Score for Composite
Ineffective 0-49	
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 50-55	
1.5	50
1.6	51
1.7	51
1.8	52
1.9	53
2.0	54
2.1	54
2.2	55
Effective 56-58	
2.3	56
2.4	56
2.5	57
2.6	57
2.7	58
2.8	58
2.9	58
Highly Effective 59-60	
3.0	59
3.1	59
3.2	59
3.3	59
3.4	59
3.5	60
3.6	60
3.7	60
3.8	60
3.9	60
4.0	60

Annual Professional Performance Review Plan

Principal Improvement Plan (PIP)

Upon rating a Principal as Developing or Ineffective through an APPR the South Colonie Central School District must formulate and commence the implementation of a Principal Improvement Plan (PIP)

While informal improvement plans and suggestions for growth are a natural part of the evaluation process, creating a formal Principal Improvement Plan (PIP) will include the following steps:

1. The PIP must begin no later than 10 school days from the opening of classes in the school year following the school year for which the Principal is being measured.
2. A meeting will be set up with Principal, the President of SCAA and the Superintendent and at that meeting a plan will be developed that works to improve the Principal's performance in regards to the areas of concern that have been identified during the evaluation process.
3. A Principal Improvement Plan will include:
 - a. *Areas of Needed Improvement:* What are the specific areas of improvement that were identified in the previous year's evaluation?
 - b. *Timeline for Achieving Improvement:* What is the length time that the PIP will be implemented? Generally, most PIPs will be for an academic year, however there may be circumstances that warrant longer plans.
 - c. *Differentiated Activities:* What activities, directly related to the area for improvement, will the Principal need to complete, to satisfy the PIP?
 - d. *How the Improvement will be Assessed:* What is the criteria that the evaluators will use to determine if there has been appropriate growth and progress? Specifically, what artifacts must the Principal produce to serve as a benchmark of improvement?
4. A probationary Principal should be made aware that continued concerns related to their performance could result in their termination.
5. Proper mentoring can be made available to a Principal on a PIP.
6. A copy of each Principal Improvement Plan must be sent to the Human Resource Office.

PRINCIPAL IMPROVEMENT PLAN (PIP)

Name: _____ Position: _____

School Year: _____ Date: _____

Areas of Needed Improvement: What are the specific areas of improvement that were identified in the previous year's evaluation?

Timeline for Achieving Improvement: What is the length time that the PIP will be implemented?
Generally, most PIPs will be for an academic year, however there may be circumstances that warrant longer plans.

Differentiated Activities: What differentiated activities will the Principal need to complete to satisfy the PIP? These activities should be directly connected to the areas that need improvement.

How the Improvement will be Assessed: What is the criteria that the evaluators will use to determine if there has been appropriate growth and progress? Specifically, what artifacts must the Principal produce to serve as a benchmark of improvement?

Superintendent's Signature

Date

Assistant Superintendent's Signature

Date

Principal's Signature

Date

3. Local Measures (Teachers)

Created Tuesday, April 30, 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	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 4 ELA
5	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 5 ELA

6	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 6 ELA
7	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 7 ELA
8	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 8 ELA

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>The administrator and the teacher will set a collaborative achievement target and the teacher’s HEDI score will be based on the percentage of students that meet or exceed the targeted achievement score.</p>
	<p>The achievement target will be applicable to all students in a grade level or subject area.</p>
	<p>See chart below:</p>
	<p>90-100% students = 15 points 80-89% students = 14 points 75-79% students = 13 points 71-74% students = 12 points 67-70% students = 11 points 63-66% students = 10 points 59-62% students = 9 points 55-58% students = 8 points 50-54% students = 7 points 45-49% students = 6 points 40-44% students = 5 points 35-39% students = 4 points 30-34% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>80-100% of the district’s targeted achievement goals for similar students have been met</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>55-79% of the district’s targeted achievement goals for similar students have been met</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>30-54% of the district’s targeted achievement goals for similar students have been met</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-29% of the district’s targeted achievement goals for similar students have been met</p>

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 4 Math
5	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 5 Math
6	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 6 Math
7	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 7 Math
8	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 8 Math

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>The administrator and the teacher will set a collaborative achievement target and the teacher’s HEDI score will be based on the percentage of students that meet or exceed the targeted achievement score.</p> <p>The achievement target will be applicable to all students in a grade level or subject area.</p> <p>See chart below:</p> <p>90-100% students = 15 points 80-89% students = 14 points 75-79% students = 13 points 71-74% students = 12 points 67-70% students = 11 points 63-66% students = 10 points 59-62% students = 9 points 55-58% students = 8 points 50-54% students = 7 points 45-49% students = 6 points 40-44% students = 5 points 35-39% students = 4 points 30-34% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>80-100% of the district’s targeted achievement goals for similar students have been met</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>55-79% of the district’s targeted achievement goals for similar students have been met</p>

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54% of the district's targeted achievement goals for similar students have been met
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of the district's targeted achievement goals for similar students have been met

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/126175-rhJdBgDruP/South Colonie - Teacher Conversion Chart - 15 points.xls

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	South Colonie Developed - Grade K ELA
1	5) District, regional, or BOCES-developed assessments	South Colonie Developed - Grade 1 ELA
2	5) District, regional, or BOCES-developed assessments	South Colonie Developed - Grade 2 ELA
3	5) District, regional, or BOCES-developed assessments	South Colonie Developed - Grade 3 ELA

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The administrator and the teacher will set a collaborative achievement target and the teacher’s HEDI score will be based on the percentage of students that meet or exceed the targeted achievement score.</p> <p>The achievement target will be applicable to all students in a grade level or subject area.</p> <p>See chart below:</p> <p>90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points</p>
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74-76% students = 16 points
 71-73% students = 15 points
 68-70% students = 14 points
 65-67% students = 13 points
 62-64% students = 12 points
 59-61% students = 11 points
 56-58% students = 10 points
 55% students = 9 points
 50-54% students = 8 points
 46-49% students = 7 points
 42-45% students = 6 points
 38-41% students = 5 points
 34-37% students = 4 points
 30-33% students = 3 points
 15-29% students = 2 points
 1-14% students = 1 point
 0% students = 0 points

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

80-100% of the district’s targeted achievement goals for similar students have been met

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

55-79% of the district’s targeted achievement goals for similar students have been met

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

30-54% of the district’s targeted achievement goals for similar students have been met

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

0-29% of the district’s targeted achievement goals for similar students have been met

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	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade K Math
1	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 1 Math
2	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 2 Math
3	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 3 Math

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

The administrator and the teacher will set a collaborative achievement target and the teacher’s HEDI score will be based on the percentage of students that meet or exceed the targeted

3.13, below.	achievement score.
	The achievement target will be applicable to all students in a grade level or subject area.
	See chart below:
	90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points 46-49% students = 7 points 42-45% students = 6 points 38-41% students = 5 points 34-37% students = 4 points 30-33% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of the district's targeted achievement goals for similar students have been met
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-79% of the district's targeted achievement goals for similar students have been met
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54% of the district's targeted achievement goals for similar students have been met
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of the district's targeted achievement goals for similar students have been met

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 6 Science
7	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 7 Science
8	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 8 Science

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The administrator and the teacher will set a collaborative achievement target and the teacher’s HEDI score will be based on the percentage of students that meet or exceed the targeted achievement score.</p> <p>The achievement target will be applicable to all students in a grade level or subject area.</p> <p>See chart below:</p> <p>90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points 46-49% students = 7 points 42-45% students = 6 points 38-41% students = 5 points 34-37% students = 4 points 30-33% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>80-100% of the district’s targeted achievement goals for similar students have been met</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>55-79% of the district’s targeted achievement goals for similar students have been met</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>30-54% of the district’s targeted achievement goals for similar students have been met</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-29% of the district’s targeted achievement goals for similar students have been met</p>

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
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6	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 6 Social Studies
7	5) District, regional, or BOCES–developed assessments	South Colonie Developed - 7 Social Studies
8	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 8 Social Studies

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The administrator and the teacher will set a collaborative achievement target and the teacher’s HEDI score will be based on the percentage of students that meet or exceed the targeted achievement score.</p>
	<p>The achievement target will be applicable to all students in a grade level or subject area.</p>
	<p>See chart below:</p>
	<p>90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points 46-49% students = 7 points 42-45% students = 6 points 38-41% students = 5 points 34-37% students = 4 points 30-33% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>80-100% of the district’s targeted achievement goals for similar students have been met</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>55-79% of the district’s targeted achievement goals for similar students have been met</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>30-54% of the district’s targeted achievement goals for similar students have been met</p>

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

0-29% of the district's targeted achievement goals for similar students have been met

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES-developed assessments	South Colonie Developed - Global 1
Global 2	5) District, regional, or BOCES-developed assessments	South Colonie Developed - Global 2
American History	5) District, regional, or BOCES-developed assessments	South Colonie Developed - American History

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

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

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

The administrator and the teacher will set a collaborative achievement target and the teacher's HEDI score will be based on the percentage of students that meet or exceed the targeted achievement score.

The achievement target will be applicable to all students in a grade level or subject area.

See chart below:

- 90-100% students = 20 points
- 85-89% students = 19 points
- 80-84% students = 18 points
- 77-79% students = 17 points
- 74-76% students = 16 points
- 71-73% students = 15 points
- 68-70% students = 14 points
- 65-67% students = 13 points
- 62-64% students = 12 points
- 59-61% students = 11 points
- 56-58% students = 10 points
- 55% students = 9 points
- 50-54% students = 8 points

46-49% students = 7 points
 42-45% students = 6 points
 38-41% students = 5 points
 34-37% students = 4 points
 30-33% students = 3 points
 15-29% students = 2 points
 1-14% students = 1 point
 0% students = 0 points

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of the district's targeted achievement goals for similar students have been met
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-79% of the district's targeted achievement goals for similar students have been met
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54% of the district's targeted achievement goals for similar students have been met
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of the district's targeted achievement goals for similar students have been met

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	5) District, regional, or BOCES-developed assessments	South Colonie Developed - Living Environment
Earth Science	5) District, regional, or BOCES-developed assessments	South Colonie Developed - Earth Science
Chemistry	5) District, regional, or BOCES-developed assessments	South Colonie Developed - Chemistry
Physics	5) District, regional, or BOCES-developed assessments	South Colonie Developed - Physics

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	The administrator and the teacher will set a collaborative achievement target and the teacher's HEDI score will be based on the percentage of students that meet or exceed the targeted
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3.13, below.	achievement score.
	The achievement target will be applicable to all students in a grade level or subject area.
	See chart below:
	90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points 46-49% students = 7 points 42-45% students = 6 points 38-41% students = 5 points 34-37% students = 4 points 30-33% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80-100% of the district's targeted achievement goals for similar students have been met
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54% of the district's targeted achievement goals for similar students have been met
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-79% of the district's targeted achievement goals for similar students have been met
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of the district's targeted achievement goals for similar students have been met

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	5) District, regional, or BOCES-developed assessments	South Colonie Developed - Algebra 1
Geometry	5) District, regional, or BOCES-developed assessments	South Colonie Developed - Geometry
Algebra 2	5) District, regional, or BOCES-developed assessments	South Colonie Developed - Algebra 2

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The administrator and the teacher will set a collaborative achievement target and the teacher’s HEDI score will be based on the percentage of students that meet or exceed the targeted achievement score.</p>
	<p>The achievement target will be applicable to all students in a grade level or subject area.</p>
	<p>See chart below:</p>
	<p>90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points 46-49% students = 7 points 42-45% students = 6 points 38-41% students = 5 points 34-37% students = 4 points 30-33% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>80-100% of the district’s targeted achievement goals for similar students have been met</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>55-79% of the district’s targeted achievement goals for similar students have been met</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>30-54% of the district’s targeted achievement goals for similar students have been met</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for</p>	<p>0-29% of the district’s targeted achievement goals for similar students have been met</p>

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 9 ELA
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 10 ELA
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	South Colonie Developed - Grade 11 ELA

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The administrator and the teacher will set a collaborative achievement target and the teacher’s HEDI score will be based on the percentage of students that meet or exceed the targeted achievement score.</p> <p>The achievement target will be applicable to all students in a grade level or subject area.</p> <p>See chart below:</p> <ul style="list-style-type: none"> 90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points
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The achievement target will be applicable to all students in a grade level or subject area.

See chart below:

90-100% students = 20 points
85-89% students = 19 points
80-84% students = 18 points
77-79% students = 17 points
74-76% students = 16 points
71-73% students = 15 points
68-70% students = 14 points
65-67% students = 13 points
62-64% students = 12 points
59-61% students = 11 points
56-58% students = 10 points
55% students = 9 points
50-54% students = 8 points
46-49% students = 7 points
42-45% students = 6 points
38-41% students = 5 points
34-37% students = 4 points
30-33% students = 3 points
15-29% students = 2 points
1-14% students = 1 point
0% students = 0 points

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

80-100% of the district's targeted achievement goals for similar students have been met

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

55-79% of the district's targeted achievement goals for similar students have been met

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

30-54% of the district's targeted achievement goals for similar students have been met

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

0-29% of the district's targeted achievement goals for similar students have been met

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)

assets/survey-uploads/5139/126175-Rp00l6pk1T/Course Test I_1.xlsx

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/126175-y92vNseFa4/South Colonie - Teacher Conversion Chart - 20 points.xls

3.14) Locally Developed Controls

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

(No response)

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.

See HEDI descriptions.

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

12. Joint Certification of APPR Plan

Created Tuesday, April 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/5581/153023-3Uqgn5g9Iu/South Colonie APPR Certification - November 2012.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.

10. Composite Scoring (Principals)

Created Wednesday, June 20, 2012

Updated Monday, October 15, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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	56-58
Developing	50-55
Ineffective	0-49

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, June 20, 2012

Updated Monday, October 15, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/144342-Df0w3Xx5v6/Principal Improvement Plan - Narrative - 2012_1.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:

*Annual Professional Performance Review Plan
Principal Appeals Process*

Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers and building principals, as well as the issuance and implementation of improvement plans for teachers and principals whose performance is assessed as either Developing or Ineffective.

To the extent that a Principal wishes to challenge a performance review and/or improvement plan under the new evaluation system, the South Colonie Central School District has established an appeals process.

Appeals of Ineffective and Developing Ratings Only

Appeals of the Annual Professional Performance Review will be limited to Principals that have received an overall composite score in the ineffective or developing ranges.

What may be challenged in an appeal?

Appeals will be limited to whether or not the school district:

- (1) Violated Education Law §3012-c*
- (2) Adhered to the Commissioner's regulations regarding APPR*
- (3) Complied with the procedures outlined in the district's APPR*
- (4) Correctly issued and/or implemented the terms of a Principal Improvement Plan*

Principals may not file multiple appeals regarding the same performance review or Principal Improvement Plan. All grounds for appeal must be raised within one appeal.

Burden of Proof

In an appeal, the Principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

Timeframe for Filing Appeal

All appeals must be submitted in writing no later than 15 work days of the date when the Principal receives his or her annual professional performance review. If a Principal is challenging the issuance of a Principal Improvement Plan, appeals must be filed with 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the Principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

Timeframe for a Response from the District

Within 15 work days of receipt of an appeal, the Superintendent or his/her designee must submit a detailed written response to the appeal. The failure to respond to the appeal within the 15 days shall result in a favorable ruling for the individual filing the appeal.

The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The Principal initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

Decision Making Process

The Principal who wants to make an appeal of a composite rating of developing or ineffective rating must submit the desire to file an appeal in writing to the Superintendent.

This written appeal must include a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

The Superintendent will inform the President of SCAA that an appeal has been filed within two days of receiving the appeal. The SCAA President and the Superintendent will hold a meeting with the Principal to determine if a mutually agreed upon solution can be arranged.

If no solution can be arranged, the determination of the Superintendent will be binding.

Each step of this appeal process and the resolution of the appeal will occur in a timely and expeditious manner.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The training for the Lead Evaluators will begin on July 1, 2012 and conclude by June 30, 2013.

The training will be in conjunction with the Capital Region BOCES and will include multiple day trainings on the Multidimensional Principal Performance Rubric.

The training will also focus on the requirements for evaluators and lead evaluators in Section J4 of the APPR Guidance Document.

Inter-rater reliability will be assured since there will only be one rater, the Assistant Superintendent of Instruction.

The South Colonie Board of Education will certify and recertify the lead evaluators.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, June 19, 2012

Updated Monday, October 22, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	South Colonie Developed Locally Developed Assessments in ELA for Grades 5-8
9-12	(d) measures used by district for teacher evaluation	Algebra Regents Exam/Grade 11 English Regents Exam/Living Environment Regents Exam/Global History Regents Exam/United States History and Government Regents Exam

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>The administrator and the teacher will be set collaborative achievement target the principal's HEDI score will be based on the percentage of students that meet or exceed targeted achievement score.</p> <p>The standard achievement target will be applicable to all students in a grade level or subject area.</p> <p>See chart below:</p> <p>90-100% students = 15 points 80-89% students = 14 points 75-79% students = 13 points 71-74% students = 12 points 67-70% students = 11 points 63-66% students = 10 points 59-62% students = 9 points 55-58% students = 8 points 50-54% students = 7 points</p>
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45-49% students = 6 points
 40-44% students = 5 points
 35-39% students = 4 points
 30-34% students = 3 points
 15-29% students = 2 points
 1-14% students = 1 point
 0% students = 0 points

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

80-100% of the district's targeted achievement goals for similar students have been met

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

55-79% of the district's targeted achievement goals for similar students have been met

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

30-54% of the district's targeted achievement goals for similar students have been met

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

0-29% of the district's targeted achievement goals for similar students have been met

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

(No response)

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

assets/survey-uploads/5366/144040-qBFVOWF7fC/Principals Conversion Chart - 15 points.xls

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

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

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

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

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

(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance

level (e.g., Level 1, Level 2)

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	South Colonie Developed Local Assessment in ELA for Grades K-4
K-4	(d) measures used by district for teacher evaluation	South Colonie Developed Local Assessment in Math for Grades K-4

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 administrator and the teacher will be set collaborative achievement target the principal's HEDI score will be based on the percentage of students that meet or exceed targeted
---	--

achievement score.

The standard achievement target will be applicable to all students in a grade level or subject area.

See chart below:

90-100% students = 20 points
85-89% students = 19 points
80-84% students = 18 points
77-79% students = 17 points
74-76% students = 16 points
71-73% students = 15 points
68-70% students = 14 points
65-67% students = 13 points
62-64% students = 12 points
59-61% students = 11 points
56-58% students = 10 points
55% students = 9 points
50-54% students = 8 points
46-49% students = 7 points
42-45% students = 6 points
38-41% students = 5 points
34-37% students = 4 points
30-33% students = 3 points
15-29% students = 2 points
1-14% students = 1 point
0% students = 0 points

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

80-100% of the district's targeted achievement goals for similar students have been met

Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

55-79% of the district's targeted achievement goals for similar students have been met

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

30-54% of the district's targeted achievement goals for similar students have been met

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

0-29% of the district's targeted achievement goals for similar students have been met

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

(No response)

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

[assets/survey-uploads/5366/144040-T8MIGWUVm1/Principals Conversion Chart - 20 points.xls](#)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

Principals that have multiple assessments will use the total percentage of all students that meet or exceed the achievement target to determine their HEDI score.

See HEDI descriptions.

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 010601060000

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

010601060000

1.2) School District Name: SOUTH COLONIE CSD

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

SOUTH COLONIE CSD

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Re-submission to address deficiencies

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

Created Tuesday, May 08, 2012

Updated Thursday, November 08, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	South Colonie Annual Assessment of Learning - Grade K ELA
1	District, regional, or BOCES-developed assessment	South Colonie Annual Assessment of Learning - Grade 1 ELA
2	District, regional, or BOCES-developed assessment	South Colonie Annual Assessment of Learning - Grade 2 ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The SLO individual growth score will be set collaboratively between the administrators and the teachers after they review relevant student baseline data. The HEDI score will be based on the percentage of students that meet or exceed their individual target growth score. See chart below
	90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points 46-49% students = 7 points 42-45% students = 6 points 38-41% students = 5 points 34-37% students = 4 points 30-33% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Evidence indicates that 80-100% of the students met the standards outlined in the SLO for similar students
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Evidence indicates that 55-79% of the students met the standards outlined in the SLO for similar students
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Evidence indicates that 30-54% of the students met the standards outlined in the SLO for similar students
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates that 0-29% of the students met the standards outlined in the SLO for similar students

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	South Colonie Annual Assessment of Learning - Grade K Math
1	District, regional, or BOCES-developed assessment	South Colonie Annual Assessment of Learning - Grade 1 Math
2	District, regional, or BOCES-developed assessment	South Colonie Annual Assessment of Learning - Grade 2 Math

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The SLO individual growth score will be set collaboratively between the administrators and the teachers after they review relevant student baseline data. The HEDI score will be based on the percentage of students that meet or exceed their individual target growth score. See chart below</p> <p>90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points 46-49% students = 7 points 42-45% students = 6 points 38-41% students = 5 points 34-37% students = 4 points 30-33% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Evidence indicates that 80-100% of the students met the standards outlined in the SLO for similar students</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Evidence indicates that 55-79% of the students met the standards outlined in the SLO for similar students</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Evidence indicates that 30-54% of the students met the standards outlined in the SLO for similar students</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Evidence indicates that 0-29% of the students met the standards outlined in the SLO for similar students</p>

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	South Colonie Annual Assessment of Learning - Grade 6 Science South Colonie Annual Assessment of Learning - Grade
7	District, regional or BOCES-developed assessment	South Colonie Annual Assessment of Learning - Grade 7 Science
	Science	Assessment

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

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

The SLO individual growth score will be set collaboratively between the administrators and the teachers after they review relevant student baseline data.
The HEDI score will be based on the percentage of students that meet or exceed their individual target growth score.
See chart below

90-100% students = 20 points
85-89% students = 19 points
80-84% students = 18 points
77-79% students = 17 points
74-76% students = 16 points
71-73% students = 15 points
68-70% students = 14 points
65-67% students = 13 points
62-64% students = 12 points
59-61% students = 11 points
56-58% students = 10 points
55% students = 9 points
50-54% students = 8 points
46-49% students = 7 points
42-45% students = 6 points
38-41% students = 5 points
34-37% students = 4 points
30-33% students = 3 points
15-29% students = 2 points
1-14% students = 1 point
0% students = 0 points

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

Evidence indicates that 80-100% of the students met the standards outlined in the SLO for similar students

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

Evidence indicates that 55-79% of the students met the standards outlined in the SLO for similar students

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

Evidence indicates that 30-54% of the students met the standards outlined in the SLO for similar students

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

Evidence indicates that 0-29% of the students met the standards outlined in the SLO for similar students

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	South Colonie Annual Assessment of Learning - Grade 6 Social Studies
7	District, regional or BOCES-developed assessment	South Colonie Annual Assessment of Learning - Grade 7 Social Studies

8	District, regional or BOCES-developed assessment	South Colonie Annual Assessment of Learning - Grade 8 Social Studies
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For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The SLO individual growth score will be set collaboratively between the administrators and the teachers after they review relevant student baseline data. The HEDI score will be based on the percentage of students that meet or exceed their individual target growth score. See chart below</p> <p>90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points 46-49% students = 7 points 42-45% students = 6 points 38-41% students = 5 points 34-37% students = 4 points 30-33% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points</p>
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<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Evidence indicates that 80-100% of the students met the standards outlined in the SLO for similar students</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Evidence indicates that 55-79% of the students met the standards outlined in the SLO for similar students</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Evidence indicates that 30-54% of the students met the standards outlined in the SLO for similar students</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Evidence indicates that 0-29% of the students met the standards outlined in the SLO for similar students</p>

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	South Colonie Annual Assessment of Learning - Global 1
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	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>The SLO individual growth score will be set collaboratively between the administrators and the teachers after they review relevant student baseline data.</p> <p>The HEDI score will be based on the percentage of students that meet or exceed their individual target growth score.</p> <p>See chart below</p> <p>90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points 46-49% students = 7 points 42-45% students = 6 points 38-41% students = 5 points 34-37% students = 4 points 30-33% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points</p>
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates that 80-100% of the students met the standards outlined in the SLO for similar students
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates that 55-79% of the students met the standards outlined in the SLO for similar students
Developing (3 - 8 points) Results are below District goals for similar students.	Evidence indicates that 30-54% of the students met the standards outlined in the SLO for similar students
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates that 0-29% of the students met the standards outlined in the SLO for similar students

2.7) High School Science Regents Courses

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The SLO individual growth score will be set collaboratively between the administrators and the teachers after they review relevant student baseline data. The HEDI score will be based on the percentage of students that meet or exceed their individual target growth score. See chart below</p> <p>90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points 46-49% students = 7 points 42-45% students = 6 points 38-41% students = 5 points 34-37% students = 4 points 30-33% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Evidence indicates that 80-100% of the students met the standards outlined in the SLO for similar students</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Evidence indicates that 55-79% of the students met the standards outlined in the SLO for similar students</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Evidence indicates that 30-54% of the students met the standards outlined in the SLO for similar students</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Evidence indicates that 0-29% of the students met the standards outlined in the SLO for similar students</p>

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>The SLO individual growth score will be set collaboratively between the administrators and the teachers after they review relevant student baseline data.</p> <p>The HEDI score will be based on the percentage of students that meet or exceed their individual target growth score.</p> <p>See chart below</p> <p>90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points 46-49% students = 7 points 42-45% students = 6 points 38-41% students = 5 points 34-37% students = 4 points 30-33% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates that 80-100% of the students met the standards outlined in the SLO for similar students
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates that 55-79% of the students met the standards outlined in the SLO for similar students
Developing (3 - 8 points) Results are below District goals for similar students.	Evidence indicates that 30-54% of the students met the standards outlined in the SLO for similar students
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates that 0-29% of the students met the standards outlined in the SLO for similar students

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	South Colonie Annual Assessment of Learning - Grade 9 ELA
Grade 10 ELA	District, regional or BOCES-developed assessment	South Colonie Annual Assessment of Learning - Grade 10 ELA
Grade 11 ELA	Regents assessment	Grade 11 ELA - Regents

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The SLO individual growth score will be set collaboratively between the administrators and the teachers after they review relevant student baseline data. The HEDI score will be based on the percentage of students that meet or exceed their individual target growth score. See chart below</p> <p>90-100% students = 20 points 85-89% students = 19 points 80-84% students = 18 points 77-79% students = 17 points 74-76% students = 16 points 71-73% students = 15 points 68-70% students = 14 points 65-67% students = 13 points 62-64% students = 12 points 59-61% students = 11 points 56-58% students = 10 points 55% students = 9 points 50-54% students = 8 points 46-49% students = 7 points 42-45% students = 6 points 38-41% students = 5 points 34-37% students = 4 points 30-33% students = 3 points 15-29% students = 2 points 1-14% students = 1 point 0% students = 0 points</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Evidence indicates that 80-100% of the students met the standards outlined in the SLO for similar students</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Evidence indicates that 55-79% of the students met the standards outlined in the SLO for similar students</p>

30-33% students = 3 points
15-29% students = 2 points
1-14% students = 1 point
0% students = 0 points

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

Evidence indicates that 80-100% of the students met the standards outlined in the SLO for similar students

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

Evidence indicates that 55-79% of the students met the standards outlined in the SLO for similar students

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

Evidence indicates that 30-54% of the students met the standards outlined in the SLO for similar students

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

Evidence indicates that 0-29% of the students met the standards outlined in the SLO for similar students

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

assets/survey-uploads/5364/126172-avH4IQNZMh/Course Test I_2.xlsx

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/126172-TXEttx9bQW/South Colonie - Teacher - Conversion Chart - 20 points.xls

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Page 1

9.1) Principal Practice Rubric

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

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

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 points assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. [Click here for a downloadable copy of Form 9.2. \(MS Word\)](#)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is posted, this form will be updated with dropdown menus of approved survey tools.

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Principals will be rated in each of the 6 Domains using the MPPR Rubric.

The Principals will be rated on a scale from 1-4 on the subcomponents in the MPPR Rubric Domains.

Those subcomponent scores will be averaged to determine a Domain Score for each of the 6 Domains. The Domain Scores will also be on a scale from 1-4.

The 6 Domain Scores will be averaged to arrive at an Overall Average Domain Score, from 1-4.

The Overall Average Domain Score (1-4) will be converted to a 60 point score using the conversion chart that is attached in section 9.7.

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

[assets/survey-uploads/5143/126010-pMADJ4gk6R/South Colonie Principals - 60 Points - Conversion Chart - Other Measures_1.xls](#)

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.	Highly effective principals will receive a score of 59-60 based on the average of their rubric scores which must fall between a score of 3.0 and 4.0
Effective: Overall performance and results meet standards.	Effective principals will receive a score of 56-58 based on the average of their rubric scores which must fall between a score of 2.3 and 2.9
Developing: Overall performance and results need improvement in order to meet standards.	Developing principals will receive a score of 50-55 based on the average of their rubric scores which must fall between a score of 1.5 and 2.2
Ineffective: Overall performance and results do not meet standards.	Ineffective principals will receive a score of 0-49 based on the average of their rubric scores which must fall between a score of 1.0 and 1.4

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	56-58
Developing	50-55
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

5. Composite Scoring (Teachers)

Created Tuesday, May 08, 2012

Updated Tuesday, October 09, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	56-58
Developing	50-55
Ineffective	0-49

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, May 08, 2012

Updated Monday, October 22, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/126178-Df0w3Xx5v6/Teacher Improvement Plan - Narrative - 2012.doc](#)

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:

Annual Professional Performance Review Plan

Teacher Appeals Process

Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers and building principals, as well as the issuance and implementation of improvement plans for teachers and principals whose performance is assessed as either Developing or Ineffective.

To the extent that a teacher wishes to challenge a performance review and/or improvement plan under the new evaluation system, the South Colonie Central School District has established an appeals process.

Appeals of Ineffective and Developing Ratings Only

Appeals of the Annual Professional Performance Review will be limited to teachers that have received an overall composite score below 80 points.

What may be challenged in an appeal?

Appeals will be limited to whether or not the school district:

- (1) Violated Education Law §3012-c*
- (2) Adhered to the Commissioner's regulations regarding APPR*
- (3) Complied with the procedures outlined in the district's APPR*
- (4) Correctly issued and/or implemented the terms of a Teacher Improvement Plan*

Teachers may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised within one appeal.

Burden of Proof

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

Timeframe for Filing Appeal

All appeals must be submitted in writing no later than 15 work days of the date when the teacher receives his or her annual professional performance review. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed with 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

Timeframe for a Response from the District

Within 15 work days of receipt of an appeal, the Superintendent or his/her designee must submit a detailed written response to the appeal. The failure to respond to the appeal within the 15 days shall result in a favorable ruling for the individual filing the appeal.

The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

Decision Making Process

The teacher who wants to make an appeal of a composite rating of below 80 points must submit the appeal in writing to the Assistant Superintendent for Instruction.

This written appeal must include a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

The Assistant Superintendent for Instruction will inform the President of SCTA and the Superintendent that an appeal has been filed within two days of receiving the appeal. Within five days of the President of SCTA being informed of the appeal, the SCTA President and the Assistant Superintendent will arrange a meeting with the teacher to determine the nature of the appeal and ascertain if a solution to the appeal can be determined.

If no solution can be determined at that time, a panel of three teachers, selected by the President of SCTA and three members of the South Colonie Administrators' Association selected by the Superintendent, in consultation with the President of SCAA, will be convened to review the appeal. This panel must be convened within five days of the Assistant Superintendent for Instruction and the President of SCTA informing the Superintendent that no solution can be reached. The panel will review the information submitted by the teacher and may request additional information. If a majority of the panel is able to reach a decision, that decision will be binding. If the panel is not able to get at least a majority decision the appeal will be submitted to the Superintendent for review.

The Superintendent, will review the recommendation and make a ruling on the appeal and inform the teacher of the outcome of the appeal in writing within 10 days of receiving the appeal.

Each step of this appeal process and the resolution of the appeal will occur in a timely and expeditious manner.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The evaluators in the South Colonie Central School District have attended training with Danielson certified trainers for Introduction to the Frameworks on January 4 and 5, 2012. The evaluators also attended Level II Danielson training on January 18 and 19, 2012.

The evaluators will also work with Teachscape to insure that our evaluators are trained in the Danielson Rubric. This training will focus on evidence based observation model and insure that evaluators have inter-rater reliability.

Successful completion of the Teachscape's Framework for Teaching Proficiency System, will help to insure inter-rater reliability. The training modules have been developed in partnership with Charlotte Danielson and ETS, the training modules use innovative video-based items to assess the ability of observers to accurately evaluate teaching practice using Charlotte Danielson's New Framework for Teaching Evaluation Instrument.

In addition to the Framework for Teaching Proficiency System, administrators will also have opportunities to attend in person training session on the Danielson Frameworks.

In addition to training in the Frameworks the evaluators will also complete training on the requirements for Evaluators and Lead Evaluators outlined in the SED APPR Guidance Document in section J4.

The evaluators will complete the training prior to June 30, 2013.

By implementing the Framework for Teaching Proficiency Modules the South Colonie Central School District will have confidence that the observers will be able to assess teaching performance with accuracy and consistency.

The South Colonie Central School District Board of Education will certify and recertify the evaluators and lead evaluators.

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
---	---------

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 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 (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]	32
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	28

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The South Colonie Central School District will use an average rubric score on a scale from 1-4. The teacher's rating will determine how many points the teacher will receive toward the composite score. The teacher would first be rated according to the rubric and that rating will determine where the teacher falls in the HEDI categories.

The elements that will be covered during the course of the school year will be determined by the evaluator and teacher in a conference at the beginning of the year. However, 32 points must be determined from a formal observation and walk through observation and rated in Domains 2 and 3. In addition, 28 points must come from a review of teacher artifacts and student work according to domains 1 and 4. In order to ensure that 32 points come from the observation (Domains 2 and 3), the average from the observation will be multiplied by (.53 or 32/60) and the average from the review of teacher artifacts will be multiplied by (.47 or 28/60). These two scores

will be added together to arrive at a final score that will be converted according to the HEDI ratings listed below.

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

assets/survey-uploads/5091/126176-eka9yMJ855/South Colonie - Teacher Conversion Chart - 60 points_1.xls

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.	Highly effective teachers will receive a score of 59-60 based on the average of their rubric scores which must fall between a score of 3.0 and 4.0
Effective: Overall performance and results meet NYS Teaching Standards.	Effective teachers will receive a score of 56-58 based on the average of their rubric scores which must fall between a score of 2.3 and 2.9
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing teachers will receive a score of 50-55 based on the average of their rubric scores which must fall between a score of 1.5 and 2.2
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Ineffective teachers will receive a score of 0-49 based on the average of their rubric scores which must fall between a score of 1.0 and 1.4

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	56-58
Developing	50-55
Ineffective	0-49

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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
-

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

Created Tuesday, June 19, 2012

Updated Wednesday, October 24, 2012

Page 1

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

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

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

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

5-8
9-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4	State assessment	Grade 3 State Assessments in ELA and Math

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The SLO individual growth score will be set collaboratively between the administrators and the teachers after they review relevant student baseline data.
	The HEDI score for the principals will be based on the percentage of students that meet or exceed their individual target growth score.
	See chart below:
	90-100% students = 20 points
	85-89% students = 19 points
	80-84% students = 18 points
	77-79% students = 17 points
	74-76% students = 16 points
	71-73% students = 15 points
	68-70% students = 14 points
	65-67% students = 13 points
	62-64% students = 12 points
	59-61% students = 11 points
	56-58% students = 10 points
	55% students = 9 points
	50-54% students = 8 points
	46-49% students = 7 points
	42-45% students = 6 points
	38-41% students = 5 points
	34-37% students = 4 points
	30-33% students = 3 points

15-29% students = 2 points
 1-14% students = 1 point
 0% students = 0 points

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

Evidence indicates that 80-100% of the students met the standards outlined in the SLO for similar students

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

Evidence indicates that 55-79% of the students met the standards outlined in the SLO for similar students

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

Evidence indicates that 30-54% of the students met the standards outlined in the SLO for similar students

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

Evidence indicates that 0-29% of the students met the standards outlined in the SLO for similar students

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures. Checked

7.6) Assurances -- Comparable Growth Measures | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws. Checked

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

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

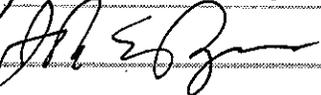
- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators 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

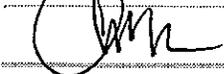
Superintendent Signature: Date:

 8/12/2013

Teachers Union President Signature: Date:

 8/13/13

Administrative Union President Signature: Date:

 8/13/13

Board of Education President Signature: Date:

 8.12.13