



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

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

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May 6, 2013

Steven A. Achramovitch, Superintendent  
Hamburg Central School District  
5305 Abbott Road  
Hamburg, New York 14075

Dear Superintendent Achramovitch:

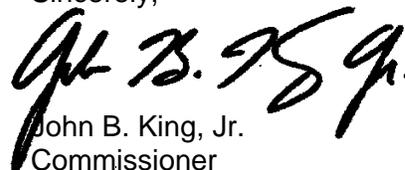
Congratulations. I am pleased to inform you that your multi-year (2012-2014) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Donald A. Ogilvie

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

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

# Annual Professional Performance Reviews: 2012-13

Created Thursday, May 03, 2012

Updated Monday, May 06, 2013

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 141601060000

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

141601060000

#### 1.2) School District Name:

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

Hamburg Central School District

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

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

Not applicable

#### 1.4) Award Classification

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

(No response)

## 1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

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

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

Created Thursday, May 03, 2012

Updated Monday, May 06, 2013

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### 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	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 & 5 ELA and Math Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 & 5 ELA and Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 & 5 ELA and Math 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 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.	For K - 2, teachers will be awarded HEDI points based on the average of the NYS provided growth scores for the Grade 4 & 5 NYS ELA and Math Assessments. If the value added model is approved, conversion of 0 - 25 to 0 - 20 will be accomplished using the conversion chart uploaded in task 2.11. For Grade 3, Individual growth targets for SLOs shall be determined by teachers using pre-assessment baseline data in the same grade level/subject or course and approved by building principals. Targets will be established in accordance with guidance from the Commissioner and State Education Department. Teachers will work cooperatively within each grade level and course to develop the SLO. Completed SLOs will be submitted to the appropriate administrator and analyzed using the NYSED SLO rubric. Any submitted SLO that is deemed unacceptable through such analysis will be returned to the teacher(s) and revised. Regardless of how the target for individual grade level/subject or course is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Assigned to teachers with 76% or higher of their students meeting or exceeding their target. (Chart Attached)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Assigned to teachers with 51% to 75% of their students meeting or exceeding their target. (Chart Attached)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Assigned to teachers with 26% to 50% of their students meeting or exceeding their target. (Chart Attached)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Assigned to teachers with 0% to 25% of their students meeting or exceeding their target. (Chart Attached)

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 & 5 ELA and Math Assessment
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 & 5 ELA and Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 4 & 5 ELA and 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 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.	For K - 2, teachers will be awarded HEDI points based on the average of the NYS provided growth scores for the Grade 4 & 5 NYS ELA and Math Assessments. If the value added model is approved, conversion of 0 - 25 to 0 - 20 will be accomplished
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using the conversion chart uploaded in task 2.11. For Grade 3, Individual growth targets for SLOs shall be determined by teachers using pre-assessment baseline data in the same grade level/subject or course and approved by building principals. Targets will be established in accordance with guidance from the Commissioner and State Education Department. Teachers will work cooperatively within each grade level and course to develop the SLO. Completed SLOs will be submitted to the appropriate administrator and analyzed using the NYSED SLO rubric. Any submitted SLO that is deemed unacceptable through such analysis will be returned to the teacher(s) and revised. Regardless of how the target for individual grade level/subject or course is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Assigned to teachers with 76% or higher of their students meeting or exceeding their target. (Chart Attached)
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Assigned to teachers with 0% to 25% of their students meeting or exceeding their target. (Chart Attached)

## 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	Hamburg CSD developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Hamburg CSD 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 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.	Individual growth targets for SLOs shall be determined by teachers in the same grade level/subject or course and approved by building principals. Targets will be established using pre-assessment baseline data in accordance with guidance from the Commissioner and State Education Department. Teachers will work cooperatively within each grade level and course to develop the SLO. Completed SLOs will be submitted to the appropriate administrator and analyzed using the NYSED SLO rubric. Any submitted SLO that is deemed unacceptable through such analysis will be returned to the teacher(s) and revised. Regardless of how the target for individual grade level/subject
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or course is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. (See upload)

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Assigned to teachers with 76% or higher of their students meeting or exceeding their target. (Chart Attached)
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Assigned to teachers with 0% to 25% of their students meeting or exceeding their target. (Chart Attached)

## 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	Hamburg CSD developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Hamburg CSD developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Hamburg CSD 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 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.	Individual growth targets for SLOs shall be determined by teachers in the same grade level/subject or course and approved by building principals. Targets will be established using pre-assessment baseline data in accordance with guidance from the Commissioner and State Education Department. Teachers will work cooperatively within each grade level and course to develop the SLO. Completed SLOs will be submitted to the appropriate administrator and analyzed using the NYSED SLO rubric. Any submitted SLO that is deemed unacceptable through such analysis will be returned to the teacher(s) and revised. Regardless of how the target for individual grade level/subject or course is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. (See upload)
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Assigned to teachers with 76% or higher of their students meeting or exceeding their target. (Chart Attached)
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Assigned to teachers with 0% to 25% of their students meeting or exceeding their target. (Chart Attached)

## 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	Hamburg CSD developed Global 1 Assessment

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

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

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.	Individual growth targets for SLOs shall be determined by teachers in the same grade level/subject or course and approved by building principals. Targets will be established using pre-assessment baseline data in accordance with guidance from the Commissioner and State Education Department. Teachers will work cooperatively within each grade level and course to develop the SLO. Completed SLOs will be submitted to the appropriate administrator and analyzed using the NYSED SLO rubric. Any submitted SLO that is deemed unacceptable through such analysis will be returned to the teacher(s) and revised. Regardless of how the target for individual grade level/subject or course is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. (See upload)
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Assigned to teachers with 0% to 25% of their students meeting or exceeding their target. (Chart Attached)

## 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.

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.	Individual growth targets for SLOs shall be determined by teachers in the same grade level/subject or course and approved by building principals. Targets will be established using pre-assessment baseline data in accordance with guidance from the Commissioner and State Education Department. Teachers will work cooperatively within each grade level and course to develop the SLO. Completed SLOs will be submitted to the appropriate administrator and analyzed using the NYSED SLO rubric. Any submitted SLO that is deemed unacceptable through such analysis will be returned to the teacher(s) and revised. Regardless of how the target for individual grade level/subject or course is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. (See upload)
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Assigned to teachers with 0% to 25% of their students meeting or exceeding their target. (Chart Attached)

## 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.	Individual growth targets for SLOs shall be determined by teachers in the same grade level/subject or course and approved by building principals. Targets will be established using pre-assessment baseline data in accordance with guidance from the Commissioner and State Education Department. Teachers will work cooperatively within each grade level and course to develop the SLO. Completed SLOs will be submitted to the appropriate administrator and analyzed using the NYSED SLO rubric. Any submitted SLO that is deemed unacceptable through such analysis will be returned to the teacher(s) and revised. Regardless of how the target for individual grade level/subject or course is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. (See upload)
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Assigned to teachers with 0% to 25% of their students meeting or exceeding their target. (Chart Attached)

## 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	Hamburg CSD developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Hamburg CSD developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Comprehensive NYS English Regents Assessment grade 11

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Individual growth targets for SLOs shall be determined by teachers in the same grade level/subject or course and approved by building principals. Targets will be established using pre-assessment baseline data in accordance with guidance from the Commissioner and State Education Department. Teachers will work cooperatively within each grade level and course to
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rubric. Any submitted SLO that is deemed unacceptable through such analysis will be returned to the teacher(s) and revised. Regardless of how the target for individual grade level/subject or course is established, the scoring bands listed below will be utilized to determine the number of points assigned to teachers. (See upload)

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

Assigned to teachers with 76% or higher of their students meeting or exceeding their target. (Chart Attached)

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

Assigned to teachers with 51% to 75% of their students meeting or exceeding their target. (Chart Attached)

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

Assigned to teachers with 26% to 50% of their students meeting or exceeding their target. (Chart Attached)

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

Assigned to teachers with 0% to 25% of their students meeting or exceeding their target. (Chart Attached)

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/5364/124716-TXEttx9bQW/Value Added Conversion Chart - 2.11\_1.docx

## 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 adjustments, controls or other special considerations were used.

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Friday, December 28, 2012

Updated Monday, May 06, 2013

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

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

6	6(ii) School wide measure computed locally	Hamburg Central District Developed Grade 6 ELA Assessment
7	6(ii) School wide measure computed locally	Hamburg Central District Developed Grade 7 ELA Assessment
8	6(ii) School wide measure computed locally	Hamburg Central District 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.	Please refer to upload in Section 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload in Section 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload in Section 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload in Section 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload in Section 3.3

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Grade 3, 4, 5 NYS ELA and Math/Grade 4 NYS Science
5	6(ii) School wide measure computed locally	Grade 3, 4, 5 NYSELA and Math/Grade 4 NYS Science
6	6(ii) School wide measure computed locally	Hamburg Central District developed Grade 6 Math Assessment
7	6(ii) School wide measure computed locally	Hamburg Central District developed Grade 7 Math Assessment
8	6(ii) School wide measure computed locally	Hamburg Central District 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.*

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.	Please refer to upload in Section 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload in Section 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload in Section 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload in Section 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload in Section 3.3

### 3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/293341-rhJdBgDruP/Student Achievement Measurement Calculation\_3.docx

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

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

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

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

Measures based on:

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

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

be determined locally

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Hamburg Central District developed Level K ELA Assessment
1	6(ii) School-wide measure computed locally	Hamburg Central District developed Grade 1 ELA Assessment
2	6(ii) School-wide measure computed locally	Hamburg Central District developed Grade 2 ELA Assessment
3	6(ii) School-wide measure computed locally	Grade 3, 4, and 5 NYS ELA and Math/NYS Grade 4 Science

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.	Please refer to upload 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Hamburg Central District developed Level K Math Assessment
1	6(ii) School-wide measure computed locally	Hamburg Central District developed Grade 1 Math Assessment
2	6(ii) School-wide measure computed locally	Hamburg Central District developed Grade 2 Math Assessment
3	6(ii) School-wide measure computed locally	Grade 3, 4, and 5 NYS ELA and Math/NYS Grade 4 Science

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please refer to upload 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Hamburg Central District developed Grade 6 Science Assessment
7	6(ii) School wide measure computed locally	Hamburg Central District developed Grade 7 Science Assessment
8	6(ii) School wide measure computed locally	Hamburg Central District 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.	Please refer to upload 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Hamburg Central District developed Grade 6 Social Studies Assessment
7	6(ii) School wide measure computed locally	Hamburg Central District developed Grade 7 Social Studies Assessment
8	6(ii) School wide measure computed locally	Hamburg Central District 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.	Please refer to upload 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Hamburg Central District developed Global 1 Assessment
Global 2	6(ii) School wide measure computed locally	Hamburg Central District developed Global 2 Assessment
American History	6(ii) School wide measure computed locally	Hamburg Central District developed US 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.	Please refer to upload 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13

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

Please refer to upload 3.13

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Hamburg Central District developed Living Environment Assessment
Earth Science	6(ii) School wide measure computed locally	Hamburg Central District developed Earth Science Assessment
Chemistry	6(ii) School wide measure computed locally	Hamburg Central District developed Chemistry Assessment
Physics	6(ii) School wide measure computed locally	Hamburg Central District developed Physics Assessment

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

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

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

Please refer to upload 3.13

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

Please refer to upload 3.13

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

Please refer to upload 3.13

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

Please refer to upload 3.13

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

Please refer to upload 3.13

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Hamburg Central District developed Algebra 1 Assessment
Geometry	6(ii) School wide measure computed locally	Hamburg Central District developed Geometry Assessment
Algebra 2	6(ii) School wide measure computed locally	Hamburg Central District developed 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.*

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.	Please refer to upload 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Hamburg Central District developed Grade 9 ELA Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	Hamburg Central District developed Grade 10 ELA Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	Hamburg Central District 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



Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Please refer to upload 3.13

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

(No response)

### 3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/293341-y92vNseFa4/Student Achievement Measurement Calculation\_4.docx

### 3.14) Locally Developed Controls

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

No adjustments, controls or other special considerations were used

### 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.

The District will combine locally selected measures by assessing each locally selected measure separately, calculating the point value (0-15 or 0-20), then averaging the point values. The rating always rounds to the nearest whole number.

The District will assess the results separately arriving at a HEDI rating and point value between 0-20 points. Each measure must then be weighted proportionately based on the number of students included. This will provide one overall growth component score between 0-20 points or 0-15 points.

### 3.16) Assurances

Please check all of the boxes below:

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

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

# 4. Other Measures of Effectiveness (Teachers)

Created Friday, December 28, 2012

Updated Monday, May 06, 2013

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## Page 1

### 4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

Not Applicable

### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	31
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	29

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.

Each tenured teacher will be formally observed one time annually and observed in an unscheduled walk-through observation annually. Each probationary teacher will be formally observed two (2) times annually and observed in an unscheduled walk-through observation annually. The Teacher Observation Packet (see attached) will be used for both the formal observation and walkthrough observation which incorporates Danielson's Framework for Teaching rubric (Domains 1, 2, and 3 for formal observation; Domains 2 and 3 for walkthrough observation) and assesses NYS Teaching Standards 1-5. These observations will be worth 31 of the 60 total points for the "other measures of effectiveness". Rubric scores for each element are calculated on a 1-4 point scale (including fractional point variables). The scores for each element are averaged to determine the overall score for the domain. The overall scores for each domain are averaged to determine the overall score. Teachers will have the opportunity to collect evidence over the course of the school year and self-select pieces of evidence to be brought to the performance review conference. Any teaching standards not

addressed in formal classroom observations will be assessed annually via the APPR annual conference where a teacher's understanding, knowledge and skill development for each of the NYS Teaching Standards as evidenced by these selected artifacts in the teacher portfolio and dialogue between the teacher and lead evaluator, will be judged using rubrics from Domain 4 of Danielson's Framework for Teaching. This structured reviews teacher artifacts will be worth 29 points. Teachers will bring 4 pieces of evidence to demonstrate their professional growth. Four pieces of evidence/artifacts will receive a rating of 4. Three pieces of evidence/artifacts will receive a rating of 3. Two pieces of evidence/artifacts will receive a rating of two. One piece of evidence/artifact will receive a rating of 1. Final scores for the 31 point Observation measure (Domains 1 - 3) and the 29 point structured review (Domain 4) measure will be tied to a final average rubric score between 1-4. Each teacher's rating will be calculated using the "Point Conversion Chart for the 'Other 60%." The rubric score listed on the chart is the minimum score necessary to achieve the corresponding HEDI point value. We understand the composite score must be reported in whole numbers.

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/5091/293383-eka9yMJ855/Teacher Conversion Scale - Other measures.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers will receive a rating of Highly Effective for the "other measures" sub-component when they earn a final average rubric score between a 3.5 - 4.0, as identified on the conversion chart.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers will receive a rating of Effective for the "other measures" sub-component when they earn a final average rubric score between a 2.5 - 3.4, as identified on the conversion chart.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers will receive a rating of Developing for the "other measures" sub-component when they earn a final average rubric score between a 1.5 - 2.4, as identified on the conversion chart.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers will receive a rating of Ineffective for the "other measures" sub-component when they earn a final average rubric score between a 1.0 - 1.4, as identified on the conversion chart.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59- 60
Effective	57-58
Developing	50-56
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	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 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 Thursday, December 27, 2012

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## Page 1

### **Standards for Rating Categories**

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

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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	57-58
Developing	50-56
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 Friday, December 28, 2012

Updated Monday, May 06, 2013

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/293374-Df0w3Xx5v6/Teacher Improvement Plan.pdf](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### The Appeals Process

In the event that a teacher wishes to challenge his/her performance review and/or improvement plan (TIP) under the new APPR system, the District has developed an appeals procedure. This appeals procedure does not diminish the authority of the School Board to terminate probationary teachers during their probationary term for statutorily and constitutionally permissible reasons other than the

performance of the teacher, including but not limited to misconduct, that is the subject of the appeal.

While the APPR shall be a “significant factor” in tenure and other employment decisions, nothing herein requires an appeal be exhausted before a tenure determination can be made. In addition, appeal procedures shall not cause a teacher to acquire tenure by estoppel (failure to follow established procedures) when an evaluation appeal is pending.

In accordance with the law, for purposes of disciplinary proceedings under Education Law §3020-a, a “pattern” of ineffective teaching or performance shall be defined as two consecutive annual ineffective ratings received by a teacher through the APPR process.

## APPEAL PROCEDURES

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

B. To the extent that a teacher wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure.

C. This appeal procedure addresses a teacher’s due process rights while ensuring that appeals are resolved in an expeditious manner.

D. In order to implement the requirements of N.Y. Education Law §3012-c, and notwithstanding any other current bargaining obligation or agreement, the District and the Association hereby agree as follows:

## APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

A. Appeals of annual professional performance reviews will be limited to those that rate a teacher as ineffective or developing. However, before an annual APPR evaluation is final, regardless of the rating, the teacher will receive a copy of the evaluation that is based on the local 60% of multiple measures of teacher practices no later than June 1. A teacher may request a meeting with the principal within 5 days of receiving the evaluation to discuss the substance of the evaluation, provide feedback, and obtain additional detail.

B. Should New York State establish a merit pay for performance program, applicable to Hamburg Central School District, teachers who receive a rating of “effective” may appeal that rating according to this section upon receipt of the final composite score.

## WHAT MAY BE CHALLENGED IN AN APPEAL

A. Appeal procedures will limit the scope of appeals under Education Law §3012-c to the following subjects :

- (1) the substance of the evaluation
- (2) the school district’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c
- (3) the adherence to the Commissioner’s regulations, as applicable to such reviews
- (4) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans
- (5) the school district’s issuance and/or implementation of the terms of a teacher improvement plan under Education Law §3012-c

## PROHIBITION AGAINST MORE THAN ONE APPEAL

A. A teacher may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived

## TIMEFRAME FOR FILING APPEAL

A. The district will notify each teacher by email at least 10 days prior to the date when the APPR ratings will be available on the teacher’s district email account

B. All appeals must be delivered to the Superintendent’s office in writing no later than 10 days from APPR ratings postings. If a teacher is challenging the issuance of a teacher improvement plan, an appeal must be delivered to the Superintendent’s office no later than 10 days after receiving said plan. The failure to deliver an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

C. When filing an appeal, the teacher must submit a detailed 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. Any information not submitted at the time the appeal is filed shall not be considered.

D. If the decision maker believes he/she needs clarification or has questions he/she will schedule a meeting with the teacher who is appealing to get clarification or answers. Said meeting shall be no later than 5 days after the District’s response to the appeal has been filed.

E. "Day" means a day when teachers are required to be in attendance. During the summer recess, day may mean any calendar day except a Saturday, Sunday, or legal holiday.

#### TIMEFRAME FOR DISTRICT RESPONSE

A. Within 10 days of receipt of an appeal, the school district must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in determination 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-MAKER ON APPEAL

A. There shall be an appeals committee consisting of five members. Three members and an alternate shall be chosen by the President of the Association. Two members and an alternate shall be chosen by the Superintendent (excluding the administrator involved in the rating)

B. The committee shall make a recommendation to the Superintendent to approve or deny the appeal based upon the information submitted. The recommendation of the committee is binding and shall be confidential and will not be disclosed to any third party except as required by law without a subpoena or court action.

#### DECISION

A. A written decision on the merits of the appeal shall be rendered no later than 30 days from the date upon which the teacher delivered his or her appeal unless a meeting is necessary for questions or clarification. The decision shall then be delivered no later than 5 days from said meeting. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and any additional documentary evidence submitted with such papers. Such decision shall be final and binding on the parties.

B. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the decision maker may set aside a rating and order a new evaluation if it has been affected by substantial error or defect or if procedures have been violated. A copy of the decision shall be provided to the teacher and the representative of the District.

#### EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

A. The §3012-c appeals procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan. As an exception to this paragraph, a teacher who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A teacher who elects to submit a written rebuttal to his/her evaluation must do so within 10 days upon receipt of decision.

All steps and resolution of an appeal will occur in a timely and expeditious manner in compliance with the NYS educational law 3012-c

## 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.

In order to properly train evaluators in the nine elements identified (Evaluation Criteria

- #1 – NYS Teaching Standards/ISLLC Standards and their related elements and functions
- #2 – Evidence-based observation techniques that are grounded in research
- #3 – Application and use of student growth percentile model and value-added growth model
- #4 – Application and use of teacher and/or principal effectiveness rubric
- #5 – Application and use of assessment tools to evaluate classroom teachers and principals
- #6 – Application and use of locally selected measures of student achievement
- #7 – Use of Statewide Instructional Reporting System
- #8 – Scoring methodology utilized by NYSED

#9 – Consideration in evaluating teachers and principals of ELL and students with disabilities), all evaluators will complete training through the Erie 1 BOCES network team and Hamburg Central School District in-district training throughout the year. The Superintendent will certify evaluators and maintain records of certification of evaluators. The District will maintain a process of inter-rater reliability in accordance with NYSED guidance and protocols including data analysis, periodic comparison of assessments and/or calibration across evaluators.

All documentation of training and development activities will be kept on file. Upon gathering ample documentation that evaluators and lead evaluators have been properly trained on the evaluation criteria, the Superintendent will make the recommendation for the Board of Education to certify each evaluator to conduct evaluations. The in-district activities and participation in regional trainings will be ongoing and will be attended by administration as required.

Trainings (and the documentation of trainings) will continue in order for all evaluators to be recertified each year.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

---

• Checked

---

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, May 03, 2012

Updated Monday, May 06, 2013

## Page 1

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

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

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

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

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

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth   Assure that the value-added growth score 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

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.	All configurations will be receiving state provided growth measures.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	All configurations will be receiving state provided growth measures.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	All configurations will be receiving state provided growth measures.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	All configurations will be receiving state provided growth measures.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	All configurations will be receiving state provided growth measures.

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 adjustments, controls or other special considerations were used.

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Wednesday, January 02, 2013

Updated Monday, May 06, 2013

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K - 5	(d) measures used by district for teacher evaluation	Grade 3, 4, 5 NYS ELA and Math/NYS Grade 4 Science
6 - 8	(d) measures used by district for teacher evaluation	Grade 8 NYS Science Assessment; NYS Regents Living Environment Assessment
9 - 12	(d) measures used by district for teacher evaluation	NYS Global History Regents Assessment; NYS US History Regents Assessment; NYS Integrated Algebra Regents Assessment; NYS Comprehensive English Regents Assessment; NYS Regents Earth Science Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	See HEDI explanation chart attached below
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI explanation chart attached below
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI explanation chart attached below
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI explanation chart attached below
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See HEDI explanation chart attached below

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/5366/296765-qBFVOWF7fC/Principal Student Achievement Measurement Calculation - 8.1\_1.docx

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

In the table below, list all of the grade configurations 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:*

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	NA
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

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

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

(No response)

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

(No response)

### 8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in 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 adjustments, controls, or other special considerations will be used in setting targets for local measures for administrators.

### 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.

For principals with multiple measures, the PI score will be averaged together and a single score will be calculated. That score would then be applied to the HEDI scale and converted into the appropriate points.

### 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	Check

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based on the Standards of Educational and Psychological Testing.

8.5) Assurances | Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent. Check

# 9. Other Measures of Effectiveness (Principals)

Created Friday, December 28, 2012

Updated Monday, May 06, 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.

Marzano's School Administrator 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
---	----

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

(No response)

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

Superintendent's Broad Assessment of Principal's Leadership and Management Actions  
(60 points)

Elements

Supervisory Visits

Principal Portfolio

APPR Conferences (School year August 1- July 31)

Data Review

(Value: 60 of the total 60 points)

Description of Elements:

During the month of August, the Superintendent will meet with the building principal to establish two goals for the upcoming school year, one directed toward improving teacher effectiveness, and a second goal involving quantifiable and verifiable improvements in academic results or the school's learning environment. The Superintendent will conduct a minimum of one supervisory visit each month of the school year for tenured principals with five of these visits being unannounced. The Superintendent will conduct two supervisory visits each month for probationary principals with one monthly visit being a minimum of thirty minutes and one unannounced visit. Each supervisory visitation will include building/classroom walk-throughs and/or a discussion regarding school leadership and management efforts and initiatives.

During December, the Superintendent and Building Principal will meet to review status/progress of goals as well as areas of professional growth, building management, and topics pertinent to the principal's professional development.

By July 15th, the Building Principal must present his/her portfolio (description below) to the Superintendent. The portfolio review will contain a review of data documents related to school academic performance.

By August 15th, the Superintendent and Building Principal will meet for the purposes of an Annual Professional Performance Review conference. Superintendent and Principal may refer to the Principal's Portfolio and year's goals during this conference. The context of the conference will involve Principal's strengths and areas for improvement as well as the Principal's Self-Evaluation using the Marzano School Administrator Evaluation System and Rubric.

The portfolio and APPR conference will be evaluated according to the Marzano School Administrator Evaluation System and Rubric. After the conference has taken place, the Superintendent will write a narrative account of the meeting that will address principal's growth and strength in each of the APPR leadership categories.

Portfolio Description:

The Principal's portfolio must be constructed using the Marzano School Administrator Evaluation System and Rubric. The portfolio will be constructed using the five domains of the Marzano School Administrator Evaluation System:

- 1) Data Driven Focus on Student Achievement
- 2) Continuous Improvement of Instruction,
- 3) Guaranteed and Viable Curriculum,
- 4) Cooperation and Collaboration, and
- 5) School Climate.

Principals will submit evidence from the current school year applicable to each domain and ISLLC standard. The portfolio will also contain information, feedback, and documents related to Elements B and C.

#### Document Review

During year-end Annual Professional Performance Review conference, Principal and Superintendent will review documents/data pertaining to the past school year. Such documents may include but not limited to: student data pertaining to building goals/grade level goals, data from year's Universal Screening reports, student/teacher attendance, report card information, and such.

The final component of the Building Principal's Portfolio will be a self-evaluation using the Marzano Rubric. This self-evaluation will be incorporated throughout the discussion between Building Principal and Superintendent at the year – end APPR conference.

#### Weighting of Other Measures of Principal Effectiveness

The Superintendent (lead evaluator) will utilize the Marzano School Administrator Evaluation Rubrics to make judgments for each element that comprises the Other Measures of Principal Effectiveness.

The lead evaluator will determine which rubrics correspond to a particular element for the other measures of principal effectiveness.

Rubric scores for each element are calculated on a 1-4 point scale (including 1/2 point variables). The scores for each element are averaged to determine the overall 1-4 point score for each element section. The overall score 1-4 point score for each element is then weighted according to the chart listed below:

Other Measures of Principal Effectiveness Element	Marzano Admin. Evaluation Rubric Domains	Total Points	Weighted Percentage
Supervisory Visits (2 per month)			
Principal Portfolio (Includes Data Review)			
APPR Conferences			
Principal Self-Evaluation			
1: A Data Driven Focus on Student Achievement			20%
2: Continuous Improvement of Instruction			20%
3: A guaranteed & viable curriculum			20%
4: Cooperation & Collaboration			20%
5: School Climate			20%

#### Portfolio Review of Principal Artifact Evidence

The principal's understanding, knowledge and skill development for each of the ISLLC standards and Domains of the Marzano Administrator Evaluation system as evidenced by selected artifacts in the principal portfolio and dialogue between the principal and superintendent, will be judged using rubrics potentially from all five domains of the Marzano Administrator Evaluation System. A single rubric score (four-point scale) will be calculated for each Domain from the average of rubric scores utilized in judgment of portfolio artifacts, supervisory visitation logs, principal self-evaluation, and APPR conference dialogue.

Level Overall rubric average score 60 point distribution for composite

Ineffective 1-1.4 0-49

Developing 1.5-2.4 50-56

Effective 2.5-3.4 57-58

Highly Effective 3.5-4 59-60

The detailed conversion look-up table on this page and the next page is used to convert the average weighted rubric score to a specific principal score for the other measures of principal effectiveness sub-component. The rubric score listed on the chart is the minimum score necessary to achieve the corresponding HEDI point value. We understand the composite score must be reported in whole numbers.

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/5143/293406-pMADJ4gk6R/Principal HEDI point assignment.docx

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

Highly Effective: Overall performance and results exceed standards.	Principals will receive a rating of Highly Effective for the "other measures" sub-component when they earn a final average rubric score between a 3.5 - 4.0, as identified on the conversion chart. The rubric score listed on the chart is the minimum score necessary to achieve the corresponding HEDI point value. We understand the composite score must be reported in whole numbers.
Effective: Overall performance and results meet standards.	Principals will receive a rating of Effective for the "other measures" sub-component when they earn a final average rubric score between a 2.5 - 3.4, as identified on the conversion chart.
Developing: Overall performance and results need improvement in order to meet standards.	Principals will receive a rating of Developing for the "other measures" sub-component when they earn a final average rubric score between a 1.5 - 2.4, as identified on the conversion chart.
Ineffective: Overall performance and results do not meet standards.	Principals will receive a rating of Ineffective for the "other measures" sub-component when they earn a final average rubric score between a 1 - 1.392 as identified on the conversion chart.

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

By supervisor	20
By trained administrator	0
By trained independent evaluator	0
Enter Total	20

**Tenured Principals**

By supervisor	10
By trained administrator	0
By trained independent evaluator	0
Enter Total	10

# 10. Composite Scoring (Principals)

Created Thursday, January 03, 2013

Updated Monday, May 06, 2013

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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	57 - 58
Developing	50 - 56
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 Friday, December 28, 2012

Updated Monday, May 06, 2013

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/293393-Df0w3Xx5v6/Principal Improvement Plan.pdf](#)

### 11.3) Appeals Process

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

- (1) the substance of the annual professional performance review
  
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
  
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

**Appeal Process**

A. A principal who receives a “Developing or Ineffective” rating on his/her APPR shall be entitled to appeal this rating. This appeal must be done in written form and submitted to the Superintendent of Schools who has been trained in accordance with the requirements of the statute and regulation. An APPR shall not be placed in a principal’s personnel file until either the expiration of the

fifteen (15) business day period during which an appeal could be filed by the principal or the conclusion of the appeal process described herein, whichever is later.

B. The principal must submit a written description which must explain in detail the specific areas which are the basis for the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. Appeals are limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law:

- (1) The substance of the annual professional performance review;
- (2) The District's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
- (2) The adherence to the Commissioner's regulations, as applicable to such reviews;
- (3) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
- (4) The District's issuance and/or implementation of the terms of a principal's improvement plan under Education Law §3012-c.

C. A principal may not file more than one appeal on the same APPR or improvement plan. All grounds for an appeal of an APPR or improvement plan must be raised with specificity as a part of the initial submission of the appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

D. The principal initiating the appeal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which relief is sought.

E. An appeal must be filed in writing within fifteen (15) calendar days of the presentation of the document (yearly evaluation and/or improvement plan) to the principal or the right to appeal shall be deemed as waived in all regards.

F. The Superintendent or designee will respond to the appeal with a written response acknowledging the appeal and directing further administrative action. This correspondence will be made within fifteen (15) calendar days of the receipt of the appeal. The response will include all additional documents or written materials relevant to the point (s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal.

#### G. Appeal Process:

##### Step One

Administrator will officially appeal to Superintendent within 15 days of receipt of the yearly evaluation and/or improvement plan.

Appellant and Superintendent meet to discuss appeal within 15 days of receipt of the appeal.

Appellant must follow appeal process and present written appeal response within 15 days of the meeting with the Superintendent.

##### Step Two

In the event first step does not change rating, appellant will have the right to access the Appeal Panel

##### Panel:

- District Office Representative (selected by Superintendent)
- Hamburg Administrative Council Representative (selected by HAC President)

H. The Appeal Process shall provide the principal with the opportunity to meet with the panel within 7 business days of the date of the principal's request was received (or such other convenient time as may be determined by the panel) and shall render a final recommendation on the appeal within seven (7) business days after the principal was provided the opportunity to meet with the Panel.

I. Nothing in this appeals process shall in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary principal for statutorily and constitutionally permissible reasons other than the performance of the Principal, including but not limited to misconduct, that is the subject of the appeal, and any such termination or denial shall not in any way be subject to challenge through the grievance and arbitration provisions of the collective negotiations agreement between the Parties or in any other forum.

J. A written decision on the merits of the appeal shall be rendered no later than ten (10) calendar days from the close of the hearing. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the reviewer may set aside or modify a rating. The decision of the appeal panel is final. A copy of the decision shall be provided to the principal, the Superintendent and all members of the Appeal Panel.

K. The above appeals procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to principal's APPR or Improvement Plan. A principal may not resort to any other grievance or arbitration procedures contained within the collective bargaining agreement or to any administrative or judicial forum for the resolution of challenges and appeals related to the APPR or Improvement Plan.

L. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to any such challenge or determination. The principal retains any defenses he or she may have in the event the APPR or PIP is utilized in a subsequent 3020-a proceeding.

M. Upon request by either the District or the Association, this appeal process will be annually reviewed to assess its effectiveness. Any changes will be mutually agreed to in writing by both parties, in compliance with Education Law 3012-c.

## 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.

All documentation of evaluator training will be kept on file, including sign-in sheets for all evaluator training in-service.

\* Lead evaluators will attend Erie 1 BOCES lead evaluator training.

\* The District will establish procedures which include BOCES provided training in evaluation and inter-rater reliability. This will include viewing and discussing teaching videos regarding rationale for scoring.

\* Monthly formal evaluation discussion will be held during Administrative Council Meetings to review topics of rubric use and inter-rater reliability. Reports from iObservation will be used accordingly.

\* Evaluators will use authentic evidence gathered during actual principal observations and they will routinely review and discuss the nine evaluation criteria areas.

Upon completion of ample training and documentation, the Superintendent will make recommendations to the Board of Education to certify each evaluator and lead evaluator to conduct observations/evaluations. This training will be ongoing with current and new evaluators.

Recertification by the Board of Education will occur on an annual basis.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data   Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by	Checked
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the Commissioner.

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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

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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

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## 12. Joint Certification of APPR Plan

Created Wednesday, January 16, 2013

Updated Monday, May 06, 2013

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### Page 1

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

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

assets/survey-uploads/5581/327732-3Uqgn5g9Iu/District Certification May 6 PM.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.

**Value Added Conversion Chart – 2.11**

**20 Point HEDI Rubric**

<b>INEFFECTIVE</b> 0 – 25%		<b>DEVELOPING</b> 26 – 50%		<b>EFFECTIVE</b> 51 – 75%		<b>HIGHLY EFFECTIVE</b> 76 – 100%	
<b>2</b>	17 - 25	<b>8</b>	47 - 50	<b>17</b>	74-75	<b>20</b>	> 91
<b>1</b>	8 - 16	<b>7</b>	43 - 46	<b>16</b>	72 - 73	<b>19</b>	84 - 91
<b>0</b>	≤7	<b>6</b>	39 - 42	<b>15</b>	69 - 71	<b>18</b>	76 - 83
		<b>5</b>	35 - 38	<b>14</b>	66 - 68		
		<b>4</b>	31 - 34	<b>13</b>	63 - 65		
		<b>3</b>	26 - 30	<b>12</b>	60 - 62		
				<b>11</b>	57 - 59		
				<b>10</b>	54 -56		
				<b>9</b>	51 -53		

**25 Point HEDI Rubric (only if Value Added Model is implemented)**

<b>INEFFECTIVE</b>		<b>DEVELOPING</b>		<b>EFFECTIVE</b>		<b>HIGHLY EFFECTIVE</b>	
<b>2</b>	2.0	<b>8</b>	8.0-9.0	<b>17</b>	19.78-21.0	<b>20</b>	24.0-25.0
<b>1</b>	1.0	<b>7</b>	7.0-7.9	<b>16</b>	18.56-19.77	<b>19</b>	23.0-23.9
<b>0</b>	0	<b>6</b>	6.0-6.9	<b>15</b>	17.34-18.55	<b>18</b>	22.0-22.9
		<b>5</b>	5.0-5.9	<b>14</b>	16.12-17.33		
		<b>4</b>	4.0-4.9	<b>13</b>	14.90-16.11		
		<b>3</b>	3.0-3.9	<b>12</b>	13.68-14.89		
				<b>11</b>	12.46-13.67		
				<b>10</b>	11.24-12.45		
				<b>9</b>	10.0-11.23		

## Elementary School Grades 3-5 Student Achievement Calculation

### (Locally Selected Measure of Student Achievement)

**Step 1:** For the district, determine the total number of students who scored a level 1, 2, 3, and 4 on the math assessments, the ELA assessments, and the science assessments. These assessments are given to students in grades 3, 4, and 5. Total all level 1 students together to obtain a total number of level 1 scores. Do the same for all level 2s, level 3s, and level 4s.

**Step 2:** For the district, add together the total number of students who scored a level 2 + level 3 + level 4 + level 3 + level 4 to obtain a Weighted Total. Note, level 1 scores are not included and level 3 and level 4 are added twice.

This Weighted Total is a weighted representation of the number of students:

$$\text{Weighted Total} = L2 + L3 + L4 + L3 + L4$$

**Step 3:** For the district, divide the Weighted Total (from step 2) by the total number of students who took each assessment and multiply by 10. The product of this calculation is the PI:

$$PI = (\text{Weighted Total} / \text{total \# of students who took the assessments}) \times 10$$

**Step 4:** Refer to HEDI Scoring Band Chart to interpret PI. If using value-added measurement, use value-added HEDI Scoring Band Chart to obtain PI using a 15 point scale.

## Elementary School Grades K-2, Middle School Student Achievement Calculation

### (Locally Selected Measure of Student Achievement)

**Step 1:** Compute the number of students scoring at each grade level/course for the district developed assessment. Levels 1, 2, 3, and 4 are determined by the following scores on the grade level/course assessments:

$$\text{Level 1} = 0-54, \text{Level 2} = 55-64, \text{Level 3} = 65-84, \text{and Level 4} = 85-100$$

**Step 2:** For each grade level/course, add together the total number of students who scored a level 2 + level 3 + level 4 + level 3 + level 4 to obtain a Weighted Total. Note, level 1 scores are not included and level 3 and level 4 are added twice.

This Weighted Total is a weighted representation of the number of students:

$$\text{Weighted Total} = L2 + L3 + L4 + L3 + L4$$

**Step 3:** For each grade level/course, divide the Weighted Total (from step 2) by the total number of students who took each assessment and multiply by 10. The product of this calculation is the grade level/course PI:

$$PI = (\text{Weighted Total} / \text{total \# of students who took the assessments}) \times 10$$

**Step 4:** Refer to HEDI Scoring Band Chart to interpret grade level/course PI. If using value-added measurement use value-added HEDI Scoring Band Chart to obtain grade level/course PI using a 15 point scale.

### **High School Student Achievement Calculation (Locally Selected Measure of Student Achievement)**

**Step 1:** Compute the number of students scoring at each grade level/course for the district developed assessment. Levels 1, 2, 3, and 4 are determined by the following scores on the grade level/course assessments:

$$\text{Level 1} = 0-54, \text{Level 2} = 55-64, \text{Level 3} = 65-84, \text{and Level 4} = 85-100$$

**Step 2:** For each grade level/course, add together the total number of students who scored a level 2 + level 3 + level 4 + level 3 + level 4 to obtain a Weighted Total. Note, level 1 scores are not included and level 3 and level 4 are added twice.

This Weighted Total is a weighted representation of the number of students:

$$\text{Weighted Total} = L2 + L3 + L4 + L3 + L4$$

**Step 3:** For each grade level/course, divide the Weighted Total (from step 2) by the total number of students who took each assessment and multiply by 10. The product of this calculation is the PI:

$$PI = (\text{Weighted Total} / \text{total \# of students who took the assessments}) \times 10$$

**Step 4:** Refer to HEDI Scoring Band Chart to interpret PI.

H. Such conversion to the HEDI rubric will also be in alignment with the final awarded points for each teacher based on either a 20 point conversion chart or 15 point conversion chart upon implementation of a State approved value added model:

**20 Points Index Conversion Chart:**

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
<b>2</b>	2.0-2.9	<b>8</b>	8.0-8.9	<b>17</b>	17.0-17.9	<b>20</b>	20.0
<b>1</b>	1.0-1.9	<b>7</b>	7.0-7.9	<b>16</b>	16.0-16.9	<b>19</b>	19.0-19.9
<b>0</b>	0.0-0.9	<b>6</b>	6.0-6.9	<b>15</b>	15.0-15.9	<b>18</b>	18.0-18.9
		<b>5</b>	5.0-5.9	<b>14</b>	14.0-14.9		
		<b>4</b>	4.0-4.9	<b>13</b>	13.0-13.9		
		<b>3</b>	3.0-3.9	<b>12</b>	12.0-12.9		
				<b>11</b>	11.0-11.9		
				<b>10</b>	10.0-10.9		
				<b>9</b>	9.0-9.9		

**15 Points Index Conversion Chart  
(only if Value Added Model is implemented):**

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
<b>2</b>	2.0-2.9	<b>7</b>	7.76-8.9	<b>13</b>	16.45-17.9	<b>15</b>	19.1-20.0
<b>1</b>	1.0-1.9	<b>6</b>	6.57-7.75	<b>12</b>	14.96-16.44	<b>14</b>	18.0-19.0
<b>0</b>	0.0-.9	<b>5</b>	5.38-6.56	<b>11</b>	13.47-14.95		
		<b>4</b>	4.19-5.37	<b>10</b>	11.98-13.46		
		<b>3</b>	3.0-4.18	<b>9</b>	10.49-11.97		
				<b>8</b>	9.0-10.48		

## Elementary School Grades 3-5 Student Achievement Calculation

### (Locally Selected Measure of Student Achievement)

**Step 1:** For the district, determine the total number of students who scored a level 1, 2, 3, and 4 on the math assessments, the ELA assessments, and the science assessments. These assessments are given to students in grades 3, 4, and 5. Total all level 1 students together to obtain a total number of level 1 scores. Do the same for all level 2s, level 3s, and level 4s.

**Step 2:** For the district, add together the total number of students who scored a level 2 + level 3 + level 4 + level 3 + level 4 to obtain a Weighted Total. Note, level 1 scores are not included and level 3 and level 4 are added twice.

This Weighted Total is a weighted representation of the number of students:

$$\text{Weighted Total} = L2 + L3 + L4 + L3 + L4$$

**Step 3:** For the district, divide the Weighted Total (from step 2) by the total number of students who took each assessment and multiply by 10. The product of this calculation is the PI:

$$PI = (\text{Weighted Total} / \text{total \# of students who took the assessments}) \times 10$$

**Step 4:** Refer to HEDI Scoring Band Chart to interpret PI. If using value-added measurement, use value-added HEDI Scoring Band Chart to obtain PI using a 15 point scale.

## Elementary School Grades K-2, Middle School Student Achievement Calculation

### (Locally Selected Measure of Student Achievement)

**Step 1:** Compute the number of students scoring at each grade level/course for the district developed assessment. Levels 1, 2, 3, and 4 are determined by the following scores on the grade level/course assessments:

$$\text{Level 1} = 0-54, \text{Level 2} = 55-64, \text{Level 3} = 65-84, \text{and Level 4} = 85-100$$

**Step 2:** For each grade level/course, add together the total number of students who scored a level 2 + level 3 + level 4 + level 3 + level 4 to obtain a Weighted Total. Note, level 1 scores are not included and level 3 and level 4 are added twice.

This Weighted Total is a weighted representation of the number of students:

$$\text{Weighted Total} = L2 + L3 + L4 + L3 + L4$$

**Step 3:** For each grade level/course, divide the Weighted Total (from step 2) by the total number of students who took each assessment and multiply by 10. The product of this calculation is the grade level/course PI:

$$PI = (\text{Weighted Total} / \text{total \# of students who took the assessments}) \times 10$$

**Step 4:** Refer to HEDI Scoring Band Chart to interpret grade level/course PI. If using value-added measurement use value-added HEDI Scoring Band Chart to obtain grade level/course PI using a 15 point scale.

### **High School Student Achievement Calculation (Locally Selected Measure of Student Achievement)**

**Step 1:** Compute the number of students scoring at each grade level/course for the district developed assessment. Levels 1, 2, 3, and 4 are determined by the following scores on the grade level/course assessments:

$$\text{Level 1} = 0-54, \text{Level 2} = 55-64, \text{Level 3} = 65-84, \text{and Level 4} = 85-100$$

**Step 2:** For each grade level/course, add together the total number of students who scored a level 2 + level 3 + level 4 + level 3 + level 4 to obtain a Weighted Total. Note, level 1 scores are not included and level 3 and level 4 are added twice.

This Weighted Total is a weighted representation of the number of students:

$$\text{Weighted Total} = L2 + L3 + L4 + L3 + L4$$

**Step 3:** For each grade level/course, divide the Weighted Total (from step 2) by the total number of students who took each assessment and multiply by 10. The product of this calculation is the PI:

$$PI = (\text{Weighted Total} / \text{total \# of students who took the assessments}) \times 10$$

**Step 4:** Refer to HEDI Scoring Band Chart to interpret PI.

H. Such conversion to the HEDI rubric will also be in alignment with the final awarded points for each teacher based on either a 20 point conversion chart or 15 point conversion chart upon implementation of a State approved value added model:

**20 Points Index Conversion Chart:**

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
<b>2</b>	2.0-2.9	<b>8</b>	8.0-8.9	<b>17</b>	17.0-17.9	<b>20</b>	20.0
<b>1</b>	1.0-1.9	<b>7</b>	7.0-7.9	<b>16</b>	16.0-16.9	<b>19</b>	19.0-19.9
<b>0</b>	0.0-0.9	<b>6</b>	6.0-6.9	<b>15</b>	15.0-15.9	<b>18</b>	18.0-18.9
		<b>5</b>	5.0-5.9	<b>14</b>	14.0-14.9		
		<b>4</b>	4.0-4.9	<b>13</b>	13.0-13.9		
		<b>3</b>	3.0-3.9	<b>12</b>	12.0-12.9		
				<b>11</b>	11.0-11.9		
				<b>10</b>	10.0-10.9		
				<b>9</b>	9.0-9.9		

**15 Points Index Conversion Chart  
(only if Value Added Model is implemented):**

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
<b>2</b>	2.0-2.9	<b>7</b>	7.76-8.9	<b>13</b>	16.45-17.9	<b>15</b>	19.1-20.0
<b>1</b>	1.0-1.9	<b>6</b>	6.57-7.75	<b>12</b>	14.96-16.44	<b>14</b>	18.0-19.0
<b>0</b>	0.0-.9	<b>5</b>	5.38-6.56	<b>11</b>	13.47-14.95		
		<b>4</b>	4.19-5.37	<b>10</b>	11.98-13.46		
		<b>3</b>	3.0-4.18	<b>9</b>	10.49-11.97		
				<b>8</b>	9.0-10.48		



Pursuing Excellence Through Partnership

## Teacher Improvement Plan (TIP)

Teacher \_\_\_\_\_

School \_\_\_\_\_

Date \_\_\_\_\_

<p><b>Domain Focus #1</b>  <b>Preparation and Planning:</b>          Demonstrating knowledge of content and pedagogy          Demonstrating knowledge of resources          Demonstrating knowledge of students          Designing coherent instruction          Selecting instructional goals          Assessing student learning</p>	<p><b>Domain Focus #2</b>  <b>The Classroom Environment:</b>          Creating an environment of respect and rapport          Managing student behavior          Establishing a culture for learning          Organizing physical space          Managing classroom procedures</p>	<p><b>Domain Focus #3</b>  <b>Instruction:</b>          Communicating clearly and accurately          Providing feedback to students          Using questioning and discussion techniques          Demonstrating flexibility and responsiveness          Engaging students in learning</p>	<p><b>Domain Focus #4</b>  <b>Professional Responsibility:</b>          Reflecting on teaching          Maintaining accurate records          Growing and developing professionally          Communicating with families          Showing professionalism</p>
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The TIP will be developed collaboratively between the teacher and the administrator. Teachers designated as developing must identify a minimum of 1 indicator. Teachers designated as ineffective must identify a minimum of 3 indicators in multiple domains.

Domain/ Indicator	Goal	Action Plan/Activities	Support/Assistance	Evidence of Completion	Timeline

Teacher's Signature: _____ Date: _____	Administrator's Signature: _____ Date: _____
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## Teacher Effectiveness

### Scoring Methodology for 60% (60 points)

Converting points to a rating:

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that scores 3.0 on the rubric would translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

Calculating Steps:

- Taking into account the SED preset scales for the other two sub-components and the composite scores, the scale (point distribution) for each rating category (Highly Effective = 59-60, Effective = 57-58, Developing = 50-56, Ineffective = 0-49) for this sub-component.
- Once these sub-component scale scores were determined, it was calculated how much each rubric score category of 1-4 would be worth, based on the number of points within each category. For example, a 1 on the rubric equates to an ineffective rating, the number of possible rubric points in the 1 range would need to equate to the 49 points of the ineffective subcomponent score, SED requires that all points 0-60 are reachable, so the rubric scores in the Ineffective range were expanded in order to accommodate all of the possible scores 0-49. Each category conversion was calculated based on the possible number of rubric scores and the number of sub-component points within each category.

### Teacher Effects Conversion Scale

Level	Average Rubric Score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion chart below allows districts to convert any average rubric score to a specific conversion score for that sub-component.

### Rubric Score to Sub-Component Conversion Chart

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
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 50-56	
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8

2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
Effective 57-58	
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8
Highly Effective 59-60	
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60.25 (round to 60)

## **Component Six:**

### ***Principal Improvement Plan***

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced not later than ten (10) days after the start of a school year. The Superintendent or designee, in conjunction with the principal and possibly a colleague of choice, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between January 2 and January 31 and the second between March 15 and March 29. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. The principal may request the attendance of the Principal of Choice from the Appeal Process if appropriate or a colleague if an appeal was not submitted.
8. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
9. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

# ***Principal Improvement Plan***

NAME \_\_\_\_\_

SCHOOL BUILDING \_\_\_\_\_

ACADEMIC YEAR \_\_\_\_\_

Deficient areas that promulgated the “developing or ineffective” performance rating:

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Improvement Goal/Outcome: \_\_\_\_\_

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Action Steps/Activities:

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Timeline for completion: \_\_\_\_\_

Required and Accessible Resources( including responsibility for provision): \_\_\_\_\_

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Date(s) for formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December \_\_\_\_\_

March \_\_\_\_\_

Other if needed \_\_\_\_\_

Evidence of Goal Achievement:

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Assessment Summary: Superintendent or his designee will attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above.

Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric Score to Sub-Component Conversion Chart – Other Measures of Principal Effectiveness

Average Rubric Score Conversion - Look Up Table

Ineffective 0-49		Developing 50-56		Effective 57-58		Highly Effective 59-60	
Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion
1	0	1.5	50	2.5	57	3.5	59
1.008	1	1.6	50.7	2.6	57.1	3.6	59.2
1.017	2	1.7	51.4	2.7	57.2	3.7	59.3
1.025	3	1.8	52.1	2.8	57.3	3.8	59.4
1.033	4	1.9	52.8	2.9	57.4	3.9	60
1.042	5	2	53.5	3	58	4	60.25 (round to 60)
1.05	6	2.1	54.2	3.1	58.1		
1.058	7	2.2	54.9	3.2	58.2		
1.067	8	2.3	55.6	3.3	58.3		
1.075	9	2.4	56.3	3.4	58.4		
1.083	10						
1.092	11						
1.1	12						
1.108	13						
1.115	14	1.258	32				
1.123	15	1.267	33				
1.131	16	1.275	34				
1.138	17	1.283	35				
1.146	18	1.292	36				
1.154	19	1.3	37				
1.162	20	1.308	38				
1.169	21	1.317	39				
1.177	22	1.325	40				
1.185	23	1.333	41				
1.192	24	1.342	42				
1.2	25	1.35	43				
1.208	26	1.358	44				
1.217	27	1.367	45				
1.225	28	1.375	46				
1.233	29	1.383	47				

1.242	30	1.392	48
1.25	31	1.4	49

## Composite Scoring For Principals

The entire APPR plan will be completed for each principal as soon as practical, 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.

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.

The APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.

Rating Categories	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness (Teacher and Leader standards)
<b>Highly Effective</b>	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.
<b>Effective</b>	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.
<b>Developing</b>	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.
<b>Ineffective</b>	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.

**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	59-60	91-100
Effective	10-21	8-13	57-58	75-90
Developing	3-9	3-7	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

**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	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

## **Student Achievement Measure Calculation**

### **(Locally Selected Measure of Student Achievement)**

Following are the steps required to compute the building Performance Index (PI) based upon specific assessment results. The resulting 20 point building PI is to be utilized for each principal in the building as their locally selected student achievement measure. If principals have the Value Added Measurement, their 20 Point PI will be converted to a 15 point scale using the specified 15 point conversions chart (see step 4 below)

### **Elementary Student Achievement Calculation**

#### **(Locally Selected Measure of Student Achievement)**

**Step 1:** For all schools, determine the total number of students who scored a level 1, 2, 3, and 4 on the NYS math assessments, the ELA assessments, and the science assessments. These assessments are given to students in grades 3, 4, and 5. Total all level 1 students together to obtain a total number of level 1 scores. Do the same for all level 2s, level 3s, and level 4s.

**Step 2:** For all schools, add together the total number of students who scored a level 2 + level 3 + level 4 + level 3 + level 4 to obtain a Weighted Total. Note, level 1 scores are not included and level 3 and level 4 are added twice.

This Weighted Total is a weighted representation of the number of students:

$$\text{Weighted Total} = L2 + L3 + L4 + L3 + L4$$

**Step 3:** For all schools, divide the Weighted Building Total (from step 2) by the total number of students who took each assessment and multiply by 10. The product of this calculation is the PI:

$$PI = (\text{Weighted Total} / \text{total \# of students who took the assessments}) \times 10$$

**Step 4:** Refer to HEDI Scoring Band Chart to interpret PI. If using value-added measurement, use value-added HEDI Scoring Band Chart to obtain PI using a 15 point scale.

## **Middle School Student Achievement Calculation**

### **(Locally Selected Measure of Student Achievement)**

Follow the same methodology as described above to Elementary and Middle School. A description of the calculation is provided below:

For the Middle School, the assessments will be the Grade 8 NYS Science Assessment and the Regents Living Environment Assessment.

**Step 1:** Levels 1, 2, 3, and 4 are determined by the following scores on the NYS Regents Living Environment Assessment.

*Level 1 = 0-54, Level 2 = 55-64, Level 3 = 65-84, and Level 4 = 85-100*

**Step 2:** Determine the total number of students who scored a level 1, 2, 3, and 4 on the NYS Grade 8 science assessment. Total all level 1 students together to obtain a total number of level 1 scores. Do the same for all level 2s, level 3s, and level 4s.

**Step 3:** Add together the total number of students from the Grade 8 NYS Science Assessment and the NYS Regents Living Environment Assessment who scored a level 2 + level 3 + level 4 + level 3 + level 4 to obtain a Weighted Total. Note, level 1 scores are not included and level 3 and level 4 are added twice.

**Step 4:** Compute a Weighted Building Total as described for Elementary and Middle School (see above):

$$\text{Weighted Total} = L2 + L3 + L4 + L3 + L4$$

**Step 5:** Compute the Building PI as described for Elementary and Middle School (see above)

### **High School Student Achievement Calculation (Locally Selected Measure of Student Achievement)**

Follow the same methodology as described above to Elementary and Middle School. A description of the calculation is provided below:

**Step 1:** Levels 1, 2, 3, and 4 are determined by the following scores on the NYS Global History Regents Assessment; NYS US History Regents Assessment; NYS Integrated Algebra Regents Assessment; NYS Comprehensive English Regents Assessment; NYS Regents Earth Science Assessment

*Level 1 = 0-54, Level 2 = 55-64, Level 3 = 65-84, and Level 4 = 85-100*

**Step 2:** Compute a Weighted Building Total as described for Elementary and Middle School (see above):

$$\text{Weighted Total} = L2 + L3 + L4 + L3 + L4$$

**Step 3:** Compute the Building PI as described for Elementary and Middle School (see above)

**Step 4:** Refer to HEDI Scoring Band Chart to interpret PI.

**20 Points Index Conversion Chart:**

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
2	2.0-2.9	8	8.0-8.9	17	17.0-17.9	20	20.0
1	1.0-1.9	7	7.0-7.9	16	16.0-16.9	19	19.0-19.9
0	0.0-0.9	6	6.0-6.9	15	15.0-15.9	18	18.0-18.9
		5	5.0-5.9	14	14.0-14.9		
		4	4.0-4.9	13	13.0-13.9		
		3	3.0-3.9	12	12.0-12.9		
				11	11.0-11.9		
				10	10.0-10.9		
				9	9.0-9.9		

**15 Points Index Conversion Chart  
(only if Value Added Model is implemented):**

INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
2	2.0-2.9	7	7.76-8.9	13	16.45-17.9	15	19.1-20.0
1	1.0-1.9	6	6.57-7.75	12	14.96-16.44	14	18.0-19.0
0	0.0-.9	5	5.38-6.56	11	13.47-14.95		
		4	4.19-5.37	10	11.98-13.46		
		3	3.0-4.18	9	10.49-11.97		
				8	9.0-10.48		

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

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

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

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

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

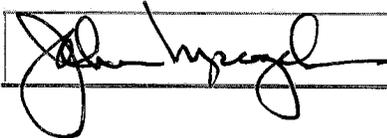
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

**Signatures, dates**

Superintendent Signature:      Date: 5/6/2013



Teachers Union President Signature:      Date:

 5/6/13

Administrative Union President Signature:      Date: 5.6.13



Board of Education President Signature:      Date: 5/6/2013

