



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

Commissioner of Education
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December 10, 2012

Dr. Diana Bowers, Superintendent
Hamilton Central School District
47 W. Kendrick Avenue
Hamilton, NY 13346

Dear Superintendent Bowers:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. 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: Jacklin G. Starks

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 Tuesday, September 18, 2012

Updated Monday, November 26, 2012

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 250701040000

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

250701040000

1.2) School District Name: HAMILTON CSD

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

HAMILTON CSD

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.

Annual (2012-13)

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

Created Tuesday, September 18, 2012

Updated Monday, December 03, 2012

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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	NY State 4th and 5th grade ELA Assessments
1	School-or BOCES-wide, group or team results based on State assessments	NY State 4th and 5th grade ELA Assessments
2	School-or BOCES-wide, group or team results based on State assessments	NY State 4th and 5th grade ELA Assessments

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The APPR negotiating team, in collaboration with the Principal will establish minimum school-wide growth expectation targets. Using the baseline data taken from the pre- assessments the K-2 HEDI score will be determined based on the overall percentage of students that meet or exceed the minimum growth expectation of 3 or higher on both the 4th and 5th grade ELA assessments. For 3rd grade, the HEDI score will be based on the overall percentage of students that meet or exceed the minimum growth expectations of a 3 or higher based on the New York State ELA assessment. A corresponding 0-20 HEDI score will be determined using the chart downloaded in 2.11. See chart downloaded in 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will be considered highly effective if 85-100% of their students meet the set growth targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will be considered effective if 65-84% of their students meet the set growth targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will be considered developing if 22-64% of their students meet the set growth targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will be considered ineffective if 0-21% of their students meet the set growth targets.

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	New York State 4th and 5th grade math assessments
1	School-or BOCES-wide, group or team results based on State assessments	New York State 4th and 5th grade math assessments
2	School-or BOCES-wide, group or team results based on State assessments	New York State 4th and 5th grade math assessments
	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.	The APPR negotiating team, in collaboration with the Principal will establish minimum school-wide growth expectation targets. Using the baseline data taken from the pre- assessments the K-2 HEDI score will be determined based on the overall percentage of students that meet or exceed the minimum growth expectation of 3 or higher on both the 4th and 5th grade math
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assessments. For 3rd grade, the HEDI score will be based on the overall percentage of students that meet or exceed the minimum growth expectations of a 3 or higher based on the New York State math assessment. A corresponding 0-20 HEDI score will be determined using the chart downloaded in 2.11. See chart downloaded in 2.11.

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

Teachers will be considered highly effective if 85-100% of their students meet the set growth targets.

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

Teachers will be considered effective if 65-84% of their students meet the set growth targets.

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

Teachers will be considered developing if 22-64% of their students meet the set growth targets.

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

Teachers will be considered ineffective if 0-21% of their students meet the set growth targets.

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	HCS developed 6th grade science assessment
7	District, regional or BOCES-developed assessment	HCS developed 7th grade science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Based on the percentage of students that meet or exceed the class average target of 70% for 6th and 7th grade or the percentage of students that meet or exceed student growth targets in 8th grade, a corresponding 0-20 HEDI score will be determined using the uploaded point conversion chart in 2.11. Through collaboration between the teacher and principal baseline data will be used to determine the class average growth targets. The class average growth target will be determined by calculating the growth from the beginning of the year to the end of the year. For 8th grade, the teacher and principal will collaborate using the baseline data to establish individualized student growth targets. To change the percentage scores on the pre-test to a 1-4 rating on the State Science test, students that score a 1
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	on the pre-test will need at least a 2 on the science test at the end of the year. students that score a 2 will need a 3, students that score a 3 will need a 4.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will be considered highly effective if 85-100% of the students meet the SLO growth goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will be considered effective if 65-84% of the students meet the SLO growth goals.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will be considered developing if 22-64% of the students meet the SLO growth goals.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will be considered ineffective if 0-21% of the students meet the SLO growth goals.

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	HCS developed 6th grade assessment in social studies
7	District, regional or BOCES-developed assessment	HCS developed 7th grade assessment in social studies
8	District, regional or BOCES-developed assessment	HCS developed 8th grade assessment in social studies

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.	Based on the percentage of students that meet or exceed the class average target of 77% for 7th grade or the percentage of students that meet or exceed student growth targets in 8th grade, a corresponding 0-20 HEDI score will be determined using the uploaded point conversion chart in 2.11. Through collaboration between the teacher and principal baseline data will be used to determine the class average growth targets. The class average growth target will be determined by calculating the growth from the beginning of the year to the end of the year. For 8th grade, the teacher and principal will collaborate using the baseline data to establish individualized student growth targets.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will be considered highly effective if 85-100% of the students meet the SLO growth goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be considered effective if 65-84% of the students meet the SLO growth goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be considered developing if 22-64% of the students meet the SLO growth goals.

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

Teachers will be considered ineffective if 0-21% of the students meet the SLO growth goals.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	Global II Regents 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.	Through a collaborative effort between the teacher and principal, an expected proficiency level will be established for the culminating Regents exam. The expected growth target will be determined by comparing the percentage of students that met or exceeded a proficiency score of 65% or better, on the prior year's Regents exam or the district developed pretest exam. The proficiency benchmark will be established by comparing the number of students that achieved the anticipated proficiency level on the prior year's Regents or district developed pretest exam, and extrapolating a comparable growth target for the present course. Using the chart downloaded in 2.11, a 0-20 HEDI rating will be determined based on the anticipated growth measure and the percentage of students that meet or exceed a passing score of 65%.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above achievement levels on district goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet achievement levels on district goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below achievement levels on district goals.

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.	Through a collaborative effort between the teacher and principal, an expected proficiency level will be established for the culminating Regents exam. The expected growth target will be determined by comparing the percentage of students that met or exceeded a proficiency score of 65% or better, on the prior year's Regents exam or the district developed pretest exam. The proficiency benchmark will be established by comparing the number of students that achieved the anticipated proficiency level on the prior year's Regents or district developed pretest exam, and extrapolating a comparable growth target for the present course. Using the chart downloaded in 2.11, a 0-20 HEDI rating will be determined based on the anticipated growth measure and the percentage of students that meet or exceed a passing score of 65%.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above achievement levels on district goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet achievement levels on district goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below achievement levels on district goals.

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.	Through a collaborative effort between the teacher and principal, an expected proficiency level will be established for the culminating Regents exam. The expected growth target will be determined by comparing the percentage of students that met or exceeded a proficiency score of 65% or better, on the prior year's Regents exam or the district developed pretest exam. The proficiency benchmark will be established by comparing the number of students that achieved the anticipated proficiency level on the prior year's Regents or district developed pretest exam, and extrapolating a comparable growth target for the present course. Using the chart downloaded in 2.11, a 0-20 HEDI rating will be determined based on the anticipated growth measure and the percentage of students that meet or exceed a passing score of 65%.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above achievement levels on district goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet achievement levels on district goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below achievement levels on district goals.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	NY State ELA Regents Exam
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NY State ELA Regents Exam
Grade 11 ELA	Regents assessment	NY State ELA Regents Exam

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.

graphic at 2.11, below.	the overall percentages of students that meet or exceed the individualized student growth targets on the 4th and 5th grade NYS ELA assessment will be converted to a HEDI score using the chart down loaded in 2.11. For teachers in grades 6,7, and 8, the overall percentages of students that meet or exceed the individualized student growth targets on the 6th, 7th and 8th grade NYS ELA assessment will be converted to a HEDI score using the chart down loaded in 2.11. For teachers in grades 9-12, the overall percentages of students that meet or exceed the individualized student growth targets on the 11th grade ELA Regents assessment will be converted to a HEDI score using the chart down loaded in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above achievement levels on district goals.
Effective (9 - 17 points) Results meet District goals for similar students.	Results are well above achievement levels on district goals.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below achievement levels on district goals.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below achievement levels on district goals.

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/5364/178752-TXEttx9bQW/HEDI Scoring Bands-20 pts 1.doc

2.12) Locally Developed Controls

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

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

(No response)

2.13) Teachers with more than one growth measure

If educators have more than one state-provided growth or value-added measure, those measures will be combined into one HEDI rating and score for the growth subcomponent according to a formula determined by the Commissioner. (Examples: Common branch teacher

with state-provided value-added measures for both ELA and Math in 4th grades; Middle school math teacher with both 7th and 8th grade math courses.)

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Thursday, September 20, 2012

Updated Friday, December 07, 2012

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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	4th and 5th grade NY State ELA assessments
5	6(ii) School wide measure computed locally	4th and 5th grade NY State ELA assessments
6	6(ii) School wide measure computed locally	6th, 7th and 8th grade NY State ELA assessments

7	6(ii) School wide measure computed locally	6th, 7th and 8th grade NY State ELA assessments
8	6(ii) School wide measure computed locally	6th, 7th and 8th grade NY State ELA assessments

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>For the 4-8th grade ELA, a school-wide measure will be used, using a proficiency benchmark of a 3 or higher. Based on the overall percentage of students that meet or exceed the proficiency benchmark a corresponding HEDI score will be determined using a 3 step process. The locally selected measure will consist of a comparative analysis of the number of students that achieve a 3 or 4 on the state test in ELA at HCS compared to the state average of 3's and 4's achieved on the NYS ELA assessments. First, for the elementary analysis, we will compare the scores achieved at HCS for the 4th and 5th grade ELA assessment with the average scores throughout the state. Second, we will determine the percentage difference between the HCS score and the state score and third, the difference in the percentage points will be multiplied by a factor of 1.375 to attain the HEDI score for the locally selected measure. For the teachers at the middle level, the same three step process will be used. The average percentage of 3 and 4's attained by HCS in 6th, 7th and 8th grade NYS ELA assessment will be compared to the percentage of students scoring a 3 or a 4 on the NYS ELA assessments in 6th, 7th and 8th grades throughout the state. Second, the number of percentage points above the State average will be determined and third, the number will be multiplied by a factor of 1.375 to calculate the HEDI score for the locally selected measure. Scores that are calculated with a decimal score will be rounded up to the nearest whole number up to a maximum of 15 points.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are well-above District adopted goals for achievement for the grade level.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results meet District adopted goals for achievement for the grade level.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are below District adopted goals for achievement for the grade level.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are well-below District adopted goals for achievement for the grade level.</p>

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	4th and 5th grade NYS math assessments
5	6(ii) School wide measure computed locally	4th and 5th grade NYS math assessments
6	6(ii) School wide measure computed locally	6,7,8 NY State math assessments
7	6(ii) School wide measure computed locally	6,7,8 NY State math assessments
8	6(ii) School wide measure computed locally	6,7,8 NY State math assessments

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>For the 4-8th grade math, a school-wide measure will be used, using a proficiency benchmark of a 3 or higher. Based on the overall percentage of students that meet or exceed the proficiency benchmark a corresponding HEDI score will be determined using a 3 step process. The locally selected measure will consist of a comparative analysis of the number of students that achieve a 3 or 4 on the state test in math at HCS compared to the state average of 3's and 4's achieved on the NYS math assessments. First, for the elementary analysis, we will compare the scores achieved at HCS for the 4th and 5th grade math assessment with the average scores throughout the state. Second, we will determine the difference in percentage points between the HCS score and the state score and third, the difference in the percentage points will be multiplied by a factor of 1.375 to attain the HEDI score for the locally selected measure. For the teachers at the middle level, the same three step process will be used. The average percentage of 3 and 4's attained by HCS in 6th, 7th and 8th grade NYS math assessment will be compared to the percentage of students scoring a 3 or a 4 on the NYS math assessments in 6th, 7th and 8th grades throughout the state. Second, the number of percentage points above the State average will be determined and third, the number will be multiplied by a factor of 1.375 to calculate the HEDI score for the locally selected measure. Scores that are calculated with a decimal score will be rounded up to the nearest whole number up to a maximum of 15 points.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are well-above District adopted goals for achievement for the grade level.</p>

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted goals for achievement for the grade level.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted goals for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District adopted goals for achievement for the grade level.

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.

(No response)

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	4th and 5th grade NYS ELA and math assessments
1	6(ii) School-wide measure computed locally	4th and 5th grade NYS ELA and math assessments
2	6(ii) School-wide measure computed locally	4th and 5th grade NYS ELA and math assessments
3	6(ii) School-wide measure computed locally	4th and 5th grade NYS ELA and math assessments

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.

For the K-3 grade ELA, a school-wide measure will be used, using a proficiency benchmark of a 3 or higher. Based on the overall percentage of students that meet or exceed the proficiency benchmark a corresponding HEDI score will be determined using a 3 step process. The locally selected measure will consist of a comparative

analysis of the number of students that achieve a 3 or 4 on the state test at HCS compared to the state average of 3's and 4's achieved on the NYS ELA and math assessments. First, for the elementary analysis, we will compare the scores achieved at HCS for the 4th and 5th grade ELA and math assessment with the average scores throughout the state. Second, we will determine the difference between the HCS scores and the state scores and third, the difference in the percentage points will be multiplied by a factor of 1.5 to attain the HEDI score for the locally selected measure. (1.375 for teachers with VA measures) Scores that are calculated with a decimal score will be rounded up to the nearest whole number up to a maximum of 20 points.

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

Results are well-above District adopted goals for achievement for the grade level.

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

Results meet District adopted goals for achievement for the grade level.

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

Results are below District adopted goals for achievement for the grade level.

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

Results are well-below District adopted goals for achievement for the grade level.

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	4th and 5th grade NYS ELA and math assessments
1	6(ii) School-wide measure computed locally	4th and 5th grade NYS ELA and math assessments
2	6(ii) School-wide measure computed locally	4th and 5th grade NYS ELA and math assessments
3	6(ii) School-wide measure computed locally	4th and 5th grade NYS ELA and math assessments

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.	For the K-3 grade math, a school-wide measure will be used, using a proficiency benchmark of a 3 or higher. Based on the overall percentage of students that meet or exceed the proficiency benchmark a corresponding HEDI score will be determined using a 3 step process. The locally selected measure will consist of a comparative analysis of the number of students that achieve a 3 or 4 on the state test at HCS compared to the state average of 3's and 4's achieved on the NYS ELA and math assessments. First, for the elementary analysis, we will compare the scores achieved at HCS for the 4th and 5th grade ELA and math assessment with the average scores throughout the state. Second, we will determine the difference between the HCS scores and the state scores and third, the difference in the percentage points will be multiplied by a factor of 1.5 to attain the HEDI score for the locally selected measure. (1.375 for teachers with VA measures) Scores that are calculated with a decimal score will be rounded up to the nearest whole number up to a maximum of 20 points.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted goals for achievement for the grade level.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted goals for achievement for the grade level.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted goals for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District adopted goals for achievement for the grade level.

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	Grades 6, 7,8 NYS ELA and math assessments
7	6(ii) School wide measure computed locally	Grades 6, 7,8 NYS ELA and math assessments
8	6(ii) School wide measure computed locally	Grades 6, 7,8 NYS ELA and math assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	For the science teachers at the middle level, the same three step process will be used. The average percentage
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this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	of 3 and 4's attained by HCS in 6th, 7th and 8th grade NYS ELA and math assessments will be compared to the percentage of students scoring a 3 or a 4 on the NYS ELA and math assessments in 6th, 7th and 8th grades throughout the state. Second, the average number of percentage points above the State average will be determined and third, the number will be multiplied by a factor of 1.5 to calculate the HEDI score for the locally selected measure. (1.375 for teachers with VA measures) Scores that are calculated with a decimal score will be rounded up to the nearest whole number up to a maximum of 20 points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted goals for achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted goals for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted goals for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District adopted goals for achievement for the grade level.

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	Grades 6, 7,8 NYS ELA and math assessments
7	6(ii) School wide measure computed locally	Grades 6, 7,8 NYS ELA and math assessments
8	6(ii) School wide measure computed locally	Grades 6, 7,8 NYS ELA and math assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For the social studies teachers at the middle level, the same three step process will be used. The average percentage of 3 and 4's attained by HCS in 6th, 7th and 8th grade NYS ELA and math assessments will be compared to the percentage of students scoring a 3 or a 4
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on the NYS ELA and math assessments in 6th, 7th and 8th grades throughout the state. Second, the average number of percentage points above the State average will be determined and third, the number will be multiplied by a factor of 1.5 to calculate the HEDI score for the locally selected measure. (1.375 for teachers with VA measures) Scores that are calculated with a decimal score will be rounded up to the nearest whole number up to a maximum of 20 points.

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

Results are well-above District adopted goals for achievement for the grade level.

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

Results meet District adopted goals for achievement for the grade level.

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

Results are below District adopted goals for achievement for the grade level.

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

Results are well-below District adopted goals for achievement for the grade level.

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	NYS Algebra and NYS ELA Regents
Global 2	6(ii) School wide measure computed locally	NYS Algebra and NYS ELA Regents
American History	6(ii) School wide measure computed locally	NYS Algebra and NYS ELA Regents

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.

For grade 9-12 social studies teachers, a three step process will be used to calculate the HEDI score. The average number of students passing the 11th grade NYS ELA Regents and NYS Algebra Regents will be used as a school-wide measure. Using a proficiency benchmark of a 65 or higher. First, the locally selected measure will consist of a comparative analysis of the average

percentage of HCS students that achieve a passing score on both the NYS ELA Regents exam and NYS Algebra Regents compared to the number of students that achieve a passing score throughout NY State on the NYS ELA and Algebra Regents. Second, the average difference score will be determined and third, the difference in the percentage points will be multiplied by a factor of 1.5 to attain the HEDI score for the locally selected measure. The HEDI score that is calculated with a decimal score will be rounded up to the nearest whole number up to a maximum score of 20 points.

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

Results are well-above District adopted goals for achievement for the grade level.

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

Results meet District adopted goals for achievement for the grade level.

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

Results are below District adopted goals for achievement for the grade level.

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

Results are well-below District adopted goals for achievement for the grade level.

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	NYS Algebra and NYS ELA Regents
Earth Science	6(ii) School wide measure computed locally	NYS Algebra and NYS ELA Regents
Chemistry	6(ii) School wide measure computed locally	NYS Algebra and NYS ELA Regents
Physics	6(ii) School wide measure computed locally	NYS Algebra and NYS ELA Regents

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.

For grade 9-12 science teachers, a three step process will be used to calculate the HEDI score. The average number of students passing the 11th grade NYS ELA Regents and NYS Algebra Regents will be used as a school-wide

measure. Using a proficiency benchmark of a 65 or higher. First, the locally selected measure will consist of a comparative analysis of the average percentage of HCS students that achieve a passing score on both the NYS ELA Regents exam and NYS Algebra Regents compared to the number of students that achieve a passing score throughout NY State on the NYS ELA and Algebra Regents. Second, the average difference score will be determined and third, the difference in the percentage points will be multiplied by a factor of 1.5 to attain the HEDI score for the locally selected measure. The HEDI score that is calculated with a decimal score will be rounded up to the nearest whole number up to a maximum score of 20 points.

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

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	NYS Algebra and NYS ELA Regents
Geometry	6(ii) School wide measure computed locally	NYS Algebra and NYS ELA Regents
Algebra 2	6(ii) School wide measure computed locally	NYS Algebra and NYS ELA Regents

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	For grade 9-12 math teachers, a three step process will be used to calculate the HEDI score. The average number of
---	--

this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	students passing the 11th grade NYS ELA Regents and NYS Algebra Regents will be used as a school-wide measure. Using a proficiency benchmark of a 65 or higher. First, the locally selected measure will consist of a comparative analysis of the average percentage of HCS students that achieve a passing score on both the NYS ELA Regents exam and NYS Algebra Regents compared to the number of students that achieve a passing score throughout NY State on the NYS ELA and Algebra Regents. Second, the average difference score will be determined and third, the difference in the percentage points will be multiplied by a factor of 1.5 to attain the HEDI score for the locally selected measure. The HEDI score that is calculated with a decimal score will be rounded up to the nearest whole number up to a maximum score of 20 points.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-above District adopted goals for achievement for the grade level.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District adopted goals for achievement for the grade level.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District adopted goals for achievement for the grade level.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well-below District adopted goals for achievement for the grade level.

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	NYS Algebra and NYS ELA Regents
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Algebra and NYS ELA Regents
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Algebra and NYS ELA Regents

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

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

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

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

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

For the K-3 all other courses not listed, a school-wide measure will be used, using a proficiency benchmark of a 3 or higher. Based on the overall percentage of students that meet or exceed the proficiency benchmark a corresponding HEDI score will be determined using a 3 step process. The locally selected measure will consist of a comparative analysis of the number of students that achieve a 3 or 4 on the state test in ELA and math at HCS compared to the state average of 3's and 4's achieved on the NYS math and ELA assessments. First, for the elementary analysis, we will compare the scores achieved at HCS for the 4th and 5th grade ELA and math assessment with the average scores throughout the state. Second, we will determine the average difference between the HCS score and the state score and third, the difference in the percentage points will be multiplied by a factor of 1.5 to attain the HEDI score for the locally selected measure. (1.375 for teachers with VA measures) Scores that are calculated with a decimal score will be rounded up to the nearest whole number up to a maximum of 20 points. For the all other courses not listed at the middle level, the same three step process will be used. The average percentage of 3 and 4's attained by HCS in 6th, 7th and 8th grade NYS ELA and math assessments will be compared to the percentage of students scoring a 3 or a 4 on the NYS ELA and math assessments in 6th, 7th and 8th grades throughout the state. Second, the average number of percentage points above the State average will be determined and third, the number will be multiplied by a factor of 1.5 to calculate the HEDI score for the locally selected measure. (1.375 for teachers with VA measures) Scores that are calculated with a decimal score will be rounded up to the nearest whole number up to a maximum of 20 points. For grade 9-12 all other courses not listed, a three step process will be used to calculate the HEDI score. The average number of students passing the 11th grade NYS ELA Regents and NYS Algebra Regents will be used as a school-wide measure. Using a proficiency benchmark of a 65 or higher. First, the locally selected measure will consist of a comparative analysis of the average percentage of HCS students that achieve a passing score on both the NYS ELA Regents exam and NYS Algebra Regents compared to the number of students that achieve a passing score throughout NY State on the NYS ELA and Algebra Regents. Second, the average difference score will be determined and third, the difference in the percentage points will be multiplied by a factor of 1.5 to attain the HEDI score for the locally selected measure. The HEDI score that is calculated with a decimal score will be rounded up to the nearest whole number up to a maximum score of 20 points.

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

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.

(No response)

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 response)

3.15) Teachers with More Than One Locally Selected Measure

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

For the K-3 , a school-wide measure will be used, using a proficiency benchmark of a 3 or higher. Based on the overall percentage of students that meet or exceed the proficiency benchmark a corresponding HEDI score will be determined using a 3 step process. The locally selected measure will consist of a comparative analysis of the number of students that achieve a 3 or 4 on the state test in ELA and math at HCS compared to the state average of 3's and 4's achieved on the NYS math and ELA assessments. For the elementary analysis, we will compare the scores achieved at HCS for the 4th and 5th grade ELA and math assessment with the average scores throughout the state. Second, we will determine the average difference between the HCS score and the state score and third, the difference in the percentage points will be multiplied by a factor of 1.5 to attain the HEDI score for the locally selected measure. (1.375 for teachers with VA measures) Scores that are calculated with a decimal score will be rounded up to the nearest whole number up to a maximum of 20 points. For the middle level, the same three step process will be used. The average percentage of 3 and 4's attained by HCS in 6th, 7th and 8th grade NYS ELA and math assessments will be compared to the percentage of students scoring a 3 or a 4 on the NYS ELA and math assessments in 6th, 7th and 8th grades throughout the state. Second, the average number of percentage points above the State average will be determined and third, the number will be multiplied by a factor of 1.5 to calculate the HEDI score for the locally selected measure. (1.375 for teachers with VA measures) Scores that are calculated with a decimal

score will be rounded up to the nearest whole number up to a maximum of 20 points. For grade 9-12, a three step process will be used to calculate the HEDI score. The average number of students passing the 11th grade NYS ELA Regents and NYS Algebra Regents will be used as a school-wide measure. Using a proficiency benchmark of a 65 or higher. First, the locally selected measure will consist of a comparative analysis of the average percentage of HCS students that achieve a passing score on both the NYS ELA Regents exam and NYS Algebra Regents compared to the number of students that achieve a passing score throughout NY State on the NYS ELA and Algebra Regents. Second, the average difference score will be determined and third, the difference in the percentage points will be multiplied by a factor of 1.5 to attain the HEDI score for the locally selected measure. The HEDI score that is calculated with a decimal score will be rounded up to the nearest whole number up to a maximum score of 20 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 Thursday, September 20, 2012

Updated Thursday, December 06, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	35
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	25

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The 60 points of Other Measures of Effectiveness were negotiated with the Hamilton Teachers Association and consist of two components. The first, 35 points for observations: All teachers will be observed at least two times (one announced, one unannounced) for a total of 35 possible points (17.5 possible points for each observation). If a teacher is observed more than two times, a factor will be multiplied by the total point received for each observation so there are an equitable number of points assigned to each observations (ie: for 3 observations, a factor of 0.66 will be applied to the total score of each observation). All observations will be based on Danielson's Framework for Teaching, Domains 2 and 3. The second measure will consist of a 25 points for an Evidence Binder that will be evaluated using Danielson's rubrics Domains 1 and 4: Each teacher will set 5 measurable goals at the beginning of the year with their principal. Throughout the year, they will collect evidence that shows the degree of success on their goals. Their evidence binder will be reviewed at the mid-year point for non-tenured

teachers and in late spring for all teachers to determine their level of attainment on their goals. Each teachers can receive a maximum of 5 point for each of the 5 goals; for a total of 25 possible points, using the criteria in Domains 1 and 4 as the evaluation measure, and the HCS created rubric to determine the attainment of goals.

The observation templates along with the 60 point calculation chart has been uploaded in 4.5.

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/5091/179776-eka9yMJ855/Combined Appendix 1-2-6 Rubric Evidence Binder.doc

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.	Teacher performance and results on other measures exceeds the NYS Teaching Standards : 55-60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	Teacher performance and results on other measures meets the NYS Teaching Standards: 45-54 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teacher performance and results on other measures are below the NYS Teaching Standards: 39-44 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teacher performance and results on other measures are well-below the NYS Teaching Standards : 0-38 points.

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person
-

5. Composite Scoring (Teachers)

Created Thursday, September 20, 2012

Updated Monday, November 26, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

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 Thursday, September 20, 2012

Updated Monday, November 26, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/179853-Df0w3Xx5v6/Teacher Improvement Plan Form_1.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Teachers may only appeal total HEDI ratings of Developing and Ineffective. The Superintendent will serve as the appeals officer provided that she has not done at least one of the observations that is included in the appeal. If that situation occurs, the teacher may choose an administrator in the district that has not taken part in the evaluation process or a Superintendent from a district that Hamilton has an active agreement with. The teacher must appeal in writing within one week of receiving their final HEDI rating. The appeal will be heard within two weeks of receiving the appeal, and a decision will be rendered within 30 days of receipt of the appeal.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The lead evaluators at the Hamilton Central School were trained by the MO BOCES staff developers, which were trained by NYSED as part of the Network Team. The nature of the training was based upon the nine requirements outlined in the Commissioner's Regulations, Section 30-2.9. The duration of the training was determined by the BOCES Staff Development division. Upon completion of the training, a certificate was issued to recognize that the administrator has successfully completed the training. The administrators were then approved by the Hamilton Board of Education.

The Lead Evaluators will take part in the annual updates that are given at BOCES by the Network Team trainers to ensure the observation techniques continue to meet the Commissioner's requirements over time.

The administrators at the Hamilton Central School will take part in Learning Walks and complete simultaneous observations and evaluations, to ensure inner-rater reliability. The written evaluations will be compared as a training technique to strengthen expectations and the pedagogical skills of our teachers.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, September 19, 2012

Updated Wednesday, December 05, 2012

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

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

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

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
6-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

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.	Not applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not applicable

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in 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.

none

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Thursday, September 27, 2012

Updated Thursday, December 06, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(a) achievement on State assessments	NY State 4th and 5th grade assessments in ELA and math
6-12	(a) achievement on State assessments	NY State 6th,7th and 8th grade ELA and math assessments
6-12	(d) measures used by district for teacher evaluation	NY State ELA and Algebra Regents Scores

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For principals in our K-5 school, a school-wide measure will be used, using a proficiency benchmark of a 3 or higher. Based on the overall percentage of students that meet or exceed the proficiency benchmark a corresponding HEDI score will be determined using a 3 step process. The locally selected measure will consist of a comparative analysis of the number of students that achieve a 3 or 4 on the state test in ELA and math at HCS compared to the state average of 3's and 4's achieved on the NYS math and ELA assessments. For the elementary analysis, we will compare the scores achieved at HCS for the 4th and 5th grade ELA and math assessment with the average scores throughout the state. Second, we will determine the average difference between the HCS score and the state score and third, the difference in the percentage points will be multiplied by a factor of 1.375 to attain the HEDI score for the locally selected measure.</p>
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Scores that are calculated with a decimal score will be rounded up to the nearest whole number up to a maximum of 15 points. For the secondary principal, 6-12, the same three step process will be used, however, the final HEDI score attained will be an averaged score for the three step process used for 6,7,and 8th grade ELA and Math assessments and the Average of the ELA and Algebra Regents combined. The average percentage of 3 and 4's attained by HCS in 6th, 7th and 8th grade NYS ELA and math assessments will be compared to the percentage of students scoring a 3 or a 4 on the NYS ELA and math assessments in 6th, 7th and 8th grades throughout the state. Second, the average number of percentage points above the State average will be determined and third, the number will be multiplied by a factor of 1.375 to calculate the HEDI score for the locally selected measure. Scores that are calculated with a decimal score will be rounded up to the nearest whole number up to a maximum of 15 points. For grade 9-12 component averaged into the final HEDI score, a three step process will be used to calculate the HEDI score. The average number of students passing the 11th grade NYS ELA Regents and NYS Algebra Regents will be used as a school-wide measure. Using a proficiency benchmark of a 65 or higher. First, the locally selected measure will consist of a comparative analysis of the average percentage of HCS students that achieve a passing score on both the NYS ELA Regents exam and NYS Algebra Regents compared to the number of students that achieve a passing score throughout NY State on the NYS ELA and Algebra Regents. Second, the average difference score will be determined and third, the difference in the percentage points will be multiplied by a factor of 1.375 to attain the HEDI score for the locally selected measure. The HEDI score that is calculated with a decimal score will be rounded up to the nearest whole number up to a maximum score of 15 points.

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

Results are well-above achievement levels on district goals.

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

Results meet achievement levels on district goals.

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

Results are below achievement levels on district goals.

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

Results are well-below achievement levels on district goals.

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/5366/183172-qBFVOWF7fC/Appendix 5-LSM.doc

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

For the secondary principal, 6-12, the same three step process will be used, however, the final HEDI score attained will be an averaged score for the three step process used for 6,7, and 8th grade ELA and Math assessments and the Average of the ELA and Algebra Regents combined. The average percentage of 3 and 4's attained by HCS in 6th, 7th and 8th grade NYS ELA and math assessments will be compared to the percentage of students scoring a 3 or a 4 on the NYS ELA and math assessments in 6th, 7th and 8th grades throughout the state. Second, the average number of percentage points above the State average will be determined and third, the number will be multiplied by a factor of 1.375 to calculate the HEDI score for the locally selected measure. Scores that are calculated with a decimal score will be rounded up to the nearest whole number up to a maximum of 15 points. For grade 9-12 component averaged into the final HEDI score, a three step process will be used to calculate the HEDI score. The average number of students passing the 11th grade NYS ELA Regents and NYS Algebra Regents will be used as a school-wide measure. Using a proficiency benchmark of a 65 or higher. First, the locally selected measure will consist of a comparative analysis of the average percentage of HCS students that achieve a passing score on both the NYS ELA Regents exam and NYS Algebra Regents compared to the number of students that achieve a passing score throughout NY State on the NYS ELA and Algebra Regents. Second, the average difference score will be determined and third, the difference in the percentage points will be multiplied by a factor of 1.375 to attain the HEDI score for the locally selected measure. The HEDI score that is calculated with a decimal score will be rounded up to the nearest whole number up to a maximum score of 15 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 based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Thursday, September 27, 2012

Updated Thursday, December 06, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

Some districts may prefer to assign points differently for different groups of principals. This APPR form only provides one space for assigning points within other measures for principals. If your district/BOCES prefers to assign points differently for different groups of principals, enter the 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]	35
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	25
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
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).	Checked

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	Checked
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	Checked

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)

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.

*Hamilton Central School District
Calculation of the Principal/Administrator's HEDI Score
Multiple Measures of Effectiveness*

60% of the Administrator's HEDI composite score will consist of the following (60 points):

1.0 Principal's/Administrator's rating using the Multidimensional Performance Rubrics

The HCS District has agreed to use the Multidimensional Principal Performance Rubric equating to a potential of 35 points for the six standards.

Domains Include: Total of 35 points

Domain #1: Shared Vision of Learning – An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

- *Culture (up to 2.5 points)*
- *Sustainability (up to 2.5 points)*

Domain #2: School Culture and Instructional Program – An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- *Culture (up to 1.5 points)*
- *Instructional program (up to 1.5 points)*
- *Capacity building (up to 1.5 points)*
- *Sustainability (up to 1.5 points)*
- *Strategic plan (up to 1.5 points)*

Domain #3: Safe, Efficient, Effective Learning Environment – An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

- *Capacity building (up to 1.5 points)*
- *Culture (up to 1.5 points)*
- *Sustainability (up to 1.5 points)*
- *Instructional program (up to 1.5 points)*

Domain #4: Community – An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

- *Strategic planning inquiry process (up to 1.5 points)*
- *Culture (up to 1.5 points)*
- *Sustainability (up to 1.5 points)*

Domain #5: Integrity, Fairness, Ethics – An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

- *Sustainability (up to 1.5 points)*
- *Culture (up to 1.5 points)*

Domain #6: Political, Social, Economic, Legal and Cultural Context – An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

- *Sustainability (up to 1.5 point)*
- *Culture (up to 1.5 point)*
- *Uncovering Goals (up to 1.5 points)*
- *Strategic planning (up to 1.5 points)*
- *Taking action (up to 1.5 points)*
- *Evaluating attainment (up to 1.5 points)*

2. Other Measures:

The remaining 25 points of the 60 points of Multiple Measures will be directly related to the ambitious goals. Using the district goals as a foundation, rigorous administrative goals must be set collaboratively between the principal/administrator and the superintendent. The goals will be evaluated using the criteria set forth in the MPPR as the basis for measurement. Each of the 5 goals will be assigned an evaluation value based on the Multidimensional criteria/MPPR related to the area of focus. The level of goal attainment will be directly related to the criteria outlined in the MPPR and measured on a scale of 1-5 (for each goal) using the measures below:

1 point = Ineffective (no measurable growth on goal)

2 points = Developing (limited growth on goal)

3 points = Average Growth (average growth on goal)

4 points = Effective (greater than expected growth on goal)

5 points = Highly Effective (exceptional growth on goal)

Score = Maximum total of 25 Points

The 5 potential categories are listed below:

Goal #1: Curriculum and Instruction – This goal must be based on the District’s Needs Assessment and must include the principal’s/administrator’s contribution to improve teacher effectiveness.

Goal #2: School Culture and Communication – Within the goal the principal/administrator must include a measure or the degree to which they have promoted a positive school culture and supportive learning environment. Improvements in the academic results of the school’s learning environment and student growth and learning must be considered as part of this measurement. The administrator must specify the way they will quantify this goal once the measure has been agreed upon.

Goal #3: Supporting the Physical and Social Emotional Growth of Students – Included within this goal should be the administrator’s contributions to our RtI program, DASA/OLWEUS, BIT (Behavioral Intervention Team), increase in attendance rates and methods to support the individual needs of our students. Quantifiable measures must be determined and agreed upon in the goal setting process.

Goal #4: Professional Growth and Development – Within this goal should be an understanding of how the principal/administrator fosters pedagogical growth and methodologies that retain high performing teachers. Also included must be a review of records and documents that hold teachers accountable for achieving their personal best in their classroom and educating their students. Additionally, there must be some measurable outcome on their dedication to their own personal growth as an educator. This can include requesting a school visit by a trained evaluator and/or coordinating their own professional development opportunities to meet their goals.

Goal #5: Business and Finance – Financial considerations need to be understood and included when assessing our instructional

programs. The administrator needs to consider how to create the best instructional practices possible given the fiscal restraints facing the district.

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/5143/183204-pMADJ4gk6R/APPR total HEDIComposite Score Form.doc

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.	Principal will achieve 55-60 points on the evaluation document and goal attainment portion of the APPR
Effective: Overall performance and results meet standards.	Principal will achieve 45-54 points on the evaluation document and goal attainment portion of the APPR
Developing: Overall performance and results need improvement in order to meet standards.	Principal will achieve 39-44 points on the evaluation document and goal attainment portion of the APPR
Ineffective: Overall performance and results do not meet standards.	Principal will achieve 0-38 points on the evaluation document and goal attainment portion of the APPR

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

By supervisor	2
---------------	---

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

10. Composite Scoring (Principals)

Created Thursday, September 27, 2012

Updated Wednesday, November 28, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	55-60
Effective	45-54
Developing	39-44
Ineffective	0-38

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 Thursday, September 27, 2012

Updated Monday, November 26, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/183234-Df0w3Xx5v6/APPRPrincipal Improvement Plan Form.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Details of Timely and Constructive Feedback Provided to Principals

**The evaluation, including the VA component from the State, will be completed and submitted to the administrator by September 1st. (Provided the information (VA) is received from the state, by the district, in a timely manner.)*

Professional Improvement Plans

Any administrator that scores in the Developing or Ineffective category will take part in a Principal Improvement Plan or PIP that will be jointly agreed upon with the head evaluator for the district and the administrator being evaluated.

Appeals of the Annual Rating: Appeal Process

1. Request for appeal must be submitted to the Superintendent within two weeks of receipt of evaluation.

2. Appeal Committee will meet within 30 days of receipt of the appeal request.

3. Appeal decision must be rendered by November 1st.

Appeal Committee Members:

2 HTA – President/Vice President

2 BOE – President/Vice President

3rd BOE Member – Appeals Officer

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.

Lead Evaluator and Evaluator Training

The lead evaluators/evaluators at the Hamilton Central School were trained by the MO BOCES and Questar BOCES staff developers, which were trained by NYSED as part of the Network Team. The nature of the training was based upon the nine requirements outlined in the Commissioner's Regulations, Section 30-2.9. The Lead Evaluator training included application and use of the State-approved principal practice rubric(s) selected by the District for use in evaluations. Lead evaluator training for the HCS superintendent was received at the New York State Council of School Superintendents (NYSCOSS) training during the 2011-12 school year and included all aspects of the ISLLC Standards.

The duration of the training was determined by the BOCES Staff Development division.

Upon completion of the training, a certificate was issued to recognize that the administrator had successfully completed the training.

The administrators were then approved by the Hamilton Board of Education.

The lead evaluator for the HCS District is the superintendent. The "Lead Evaluator" is the administrator who is primarily responsible for a principal's/administrator's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a principal/administrator. The Lead Evaluators/Evaluators will take part in the annual updates that are given at BOCES by the Network Team trainers to ensure the observation techniques continue to meet the Commissioner's requirements over time and re-certify the administrator.

The administrators at the Hamilton Central School will take part in Learning Walks and complete simultaneous observations and evaluations, to ensure inner-rater reliability. The written evaluations will be compared as a training technique to strengthen expectations and the pedagogical skills of our teachers.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked

11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Thursday, September 27, 2012

Updated Friday, December 07, 2012

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/5581/183244-3Uqgn5g9Iu/APPR Signatures #3.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Appendix 4
Hamilton Central School District
HEDI Scoring Bands
SLO Growth Measure (20 Points)

Teacher's Name: _____

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	90-94	85-89	82-84	79-81	77-78	75-76	73-74	71-72	69-70	67-68	65-66	57-64	50-56	43-49	36-42	29-35	22-28	15-21	8-14	0-7

HEDI Scale

Appendix 1
Hamilton Central School District
Unannounced Observation Template
(Based on Danielson 2007)

Name: _____

Narrative:

Teacher Reflection:

Post-Observation:

The Classroom Environment	Possible Points	Actual Points	Instruction	Possible Points	Actual Points
Creating an environment of respect and support.	2		Communicating with the students.	4	
Establishing a culture for learning.	3		Using questioning and discussion techniques	3	
Managing classroom procedures.	5		Engaging students in learning.	4	
Managing student behavior.	3		Using assessment in instruction.	4	
Organizing physical space.	2		Demonstrating flexibility and responsiveness.	3	
			Teacher reflection.	2	

Total _____ ÷ 2 = _____
 (Maximum Total of 17.5 points)

Total Score out of 17.5 (2 observations) _____
3 Observations x 0.66 factor _____
4 Observations x 0.5 factor _____
5 Observations x 0.4 factor _____
6 Observations x 0.33 factor _____

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

Unannounced Observation Form
(Comm./Obser.-APPR)

Appendix 2
Hamilton Central School District
Announced Observation Planning Template
(Based on Danielson 2007)

Name: _____

The Classroom Environment	Possible Points	Actual Points	Instruction	Possible Points	Actual Points
Creating an environment of respect and support.	2		Communicating with the students.	4	
Establishing a culture for learning.	3		Using questioning and discussion techniques	3	
Managing classroom procedures.	5		Engaging students in learning.	4	
Managing student behavior.	3		Using assessment in instruction.	4	
Organizing physical space.	2		Demonstrating flexibility and responsiveness.	3	
			Teacher reflection.	2	

Total _____ ÷ 2 = _____
 (Maximum Total of 17.5 points)

1. Pre-observation Conference:

Lesson Design:

Expected Outcomes/Goals:

Look-fors:

Appendix 2
Hamilton Central School District
Announced Observation Planning Template
(Based on Danielson 2007)

2. Narrative:

3. Teacher Reflection: 2 points

4. Post-Observation Highlights and Questions:

Total Score Out of 17.5 Points (2 observations): _____

For a Total of:

3 Observations x factor 0.66 _____

4 Observations x factor 0.5 _____

5 Observations x factor 0.4 _____

6 Observations x factor 0.33 _____

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Appendix 6
Hamilton Central School District
Teacher APPR
Composite Score for HEDI Rating

Teacher's Name: _____

Worksheet: Calculating the composite Score of Teacher Effectiveness

	Potential Growth Score for Teacher w/State Test	Potential Score w/Local Growth Score	Achieved Growth Score
1. First, acquire the State assessments score expressed as a number form 0-25 (TSGPS) or local growth score from 0-20	25	20	
2. Next, using your local methodology, acquire a value expressed as a number between 0-15 for teachers with a state growth score or 0-20 for teachers in a local growth score, representing a score derived from multiple locally selected measures of student achievement.	15	20	
3. Observations – calculated point achieved	35	35	
4. Evidence Binder – points achieved	25	25	
5. Add 1 through 4	100	100	

For 2012-13 for educators for whom there is no approved Value-Added measure of student growth, the scoring ranges will be:

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	55-60	91-100
Effective	9-17	9-17	45-54	75-90
Developing	3-8	3-8	39-44	65-74
Ineffective	0-2	0-2	0-38	0-64

For 2012-13 for educators for whom there is an approved Value-Added measure for student growth the scoring ranges 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	55-60	91-100
Effective	10-21	8-13	45-54	75-90
Developing	3-9	3-7	39-44	65-74
Ineffective	0-2	0-2	0-38	0-64

**Hamilton Central School District
Teacher APPR
Composite Score for HEDI Rating**

- | | |
|--|---|
| <input type="checkbox"/> Highly Effective (91-100) | <input type="checkbox"/> Effective (75-90) |
| <input type="checkbox"/> Developing (65-74) | <input type="checkbox"/> Ineffective (0-64) |

Final effectiveness rating: _____

Evaluator: _____

Teacher: _____

Composite Score Form
(Com/Obser/APPR)

Teacher's Name: _____

Appendix 3
Hamilton Central School District
Teacher APPR – Evidence Binder – Goal Attainment Using
Danielson's Rubrics
Rubric of Success on Specific Goals

Goal (TBD)	Outcome	1 Ineffective	2 Developing	3 Average Growth	4 Effective	5 Highly Effective
Definition of Goals/Sub-component of the Evidence Binder	Expected Outcome of the Goal	<ul style="list-style-type: none"> * Artifacts do not relate to the goal. * Reflection does not describe growth on goals for continued learning. * No effective critique. 	<ul style="list-style-type: none"> Some of the artifacts, statistics and samples are related to goal. * Reflection is related to goal but does not include expectations for continued learning. * Illustrates minimal ability to effectively critique work. 	<ul style="list-style-type: none"> Most artifacts and work samples related to goal and accompanied by captions/critique that show the importance of the work/goal. * Most reflections describe the growth and goals for continued learning. * Teacher exhibits the ability to effectively critique their work. 	<ul style="list-style-type: none"> Artifacts samples and statistics are clearly related to the goal and help teacher extend their goals. * Teacher reflection shows modification of work done in the classroom based on analysis of student work. * The critique of the work is informed, reflective and creates a stronger learning environment. 	<ul style="list-style-type: none"> A variety of artifacts, statistics and student samples. Evidence that work samples informed classroom instruction. * All reflections clearly described showing growth, achievement of goal and future goals for continued learning. * Evidence of ongoing reflection that were clearly articulated into the classroom in both teaching and learning.

Teacher's Name: _____

**Hamilton Central School District
Teacher APPR – Evidence Binder – Goal Attainment**

Description of Goal	1 Ineffective	2 Developing	3 Average Growth	4 Effective	5 Highly Effective	Score Total of 25 Points

Goal Attainment Form
(Committees/Obser-APPR)

Appendix 7
**Hamilton Central School District
 Teacher Improvement Plan**

Teacher: _____

School Year: _____

Needed Areas of Improvement (Standard/Indicator)	Measurable Goals as Evidence of Improvement	Strategies Towards Improvement	Assessment Method	Timeline

Teacher's Signature: _____

Association Representative Signature: _____

Administrator's Signature: _____

Date: _____

Date: _____

Date: _____

Appendix 5

**Hamilton Central School District
Calculation of the Point Achieved for the LSM
(Locally Selected Measure)**

Teacher's Name: _____

HCS Elementary School

State Average of 4-5 ELA _____ Math _____ Avg. % Points _____

Average of HCS 4-5 ELA _____ Math _____ Avg. % Points _____

Percentage points above the State Average _____

For teachers without State tests: Percentage points x 1.5 factor _____ (up to a total of 20)

For teachers with State tests: Percentage points x 1.375 factor _____ (up to a total of 15)

HEDI measure _____

HCS Middle School

State Average 6-8 ELA _____ Math _____ Avg. % Points _____

Average HCS 6-8 ELA _____ Math _____ Avg. % Points _____

Percentage points above the State Average _____

For teachers without State tests: Percentage points x 1.5 factor _____ (up to a total of 20)

For teachers with State tests: Percentage points x 1.375 factor _____ (up to a total of 15)

HEDI measure _____

Appendix 5

**Hamilton Central School District
Calculation of the Points Achieved for the LSM
(Locally Selected Measure)**

Teacher's Name: _____

HCS High School

State Average Regents/Graduation Measure _____

Average HCS _____

Percentage points above the State Average _____

For teachers without State tests: Percentage points x 1.5 factor _____ (up to a total of 20)

For teachers with State tests: Percentage points x 1.375 factor _____ (up to a total of 15)

HEDI measure _____

No Value-Added Measure	Locally-selected Measures of Growth or Achievement
Highly Effective	18-20
Effective	9-17
Developing	3-8
Ineffective	0-2

2012-13 where Value-Added Growth Measure Applies	Locally-selected Measures of Growth or Achievement
Highly Effective	14-15
Effective	8-13
Developing	3-7
Ineffective	0-2

Appendix 6
Hamilton Central School District
Teacher APPR
Composite Score for HEDI Rating

Teacher's Name: _____

Worksheet: Calculating the composite Score of Teacher Effectiveness

	Potential Growth Score for Teacher w/State Test	Potential Score w/Local Growth Score	Achieved Growth Score
1. First, acquire the State assessments score expressed as a number form 0-25 (TSGPS) or local growth score from 0-20	25	20	
2. Next, using your local methodology, acquire a value expressed as a number between 0-15 for teachers with a state growth score or 0-20 for teachers in a local growth score, representing a score derived from multiple locally selected measures of student achievement.	15	20	
3. Observations – calculated point achieved	35	35	
4. Evidence Binder – points achieved	25	25	
5. Add 1 through 4	100	100	

For 2012-13 for educators for whom there is no approved Value-Added measure of student growth, the scoring ranges will be:

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	55-60	91-100
Effective	9-17	9-17	45-54	75-90
Developing	3-8	3-8	39-44	65-74
Ineffective	0-2	0-2	0-38	0-64

For 2012-13 for educators for whom there is an approved Value-Added measure for student growth the scoring ranges 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	55-60	91-100
Effective	10-21	8-13	45-54	75-90
Developing	3-9	3-7	39-44	65-74
Ineffective	0-2	0-2	0-38	0-64

**Hamilton Central School District
Teacher APPR
Composite Score for HEDI Rating**

- | | |
|--|---|
| <input type="checkbox"/> Highly Effective (91-100) | <input type="checkbox"/> Effective (75-90) |
| <input type="checkbox"/> Developing (65-74) | <input type="checkbox"/> Ineffective (0-64) |

Final effectiveness rating: _____

Evaluator: _____

Teacher: _____

Composite Score Form
(Com/Obser/APPR)

Appendix 8
**Hamilton Central School District
Principal Improvement Plan**

Teacher's Name: _____

Needed Areas of Improvement (Standard/Indicator)	Measurable Goals as Evidence of Improvement	Strategies Towards Improvement	Assessment Method	Timeline

Principal's Name: _____

Signature: _____

Date: _____

Superintendent's Name: _____

Signature: _____

Date: _____

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:

Jana Borman 12/6/12

Teachers Union President Signature: Date:

Harold Jacobs 12/6/12

Administrative Union President Signature: Date:

Walter D. Hall 12/6/12

Board of Education President Signature: Date: 12/6/12

Molly Shannon