



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

August 28, 2012

Terry Dougherty, Superintendent
Hancock Central School District
67 Education Lane
Hancock, NY 13783

Dear Superintendent Dougherty:

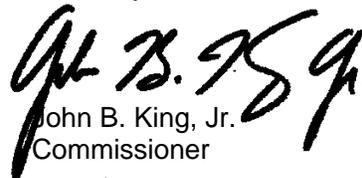
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: William Tamaro

NOTE: 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.

Annual Professional Performance Reviews: 2012-13

Created Thursday, June 14, 2012

Updated Friday, August 24, 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 : 120906040000

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

120906040000

1.2) School District Name: HANCOCK CSD

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

HANCOCK 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.

(No response)

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 Friday, June 01, 2012

Updated Monday, August 27, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	TerraNova 3
1	State-approved 3rd party assessment	TerraNova 3
2	State-approved 3rd party assessment	TerraNova 3

	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

Students will complete the TerraNova 3 as a pre-test to establish a performance baseline for each individual student. The

<p>subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>TerraNova 3 offers a numeric performance level for student achievement. Each K-2 teacher will then develop an SLO for acceptable individual growth of at least one level based on the TerraNova 3. Each 3rd grade teacher will develop an SLO for acceptable individual growth of at least one level based on the NYSED 3rd grade State Assessment. Students who score at the highest possible performance level on the TerraNova 3 pre-test will be expected to remain at that highest possible performance level on either the spring TerraNova 3 or the NYSED 3rd Grade State Assessment. These goals will be submitted to the Director of Pupil Personnel Services for approval. A spring TerraNova 3 will be administered to students in grades K-2, the results of which will be used to determine SLO achievement. The NYSED 3rd grade State Assessment will be administered to students in grade 3, the results of which will be compared to the TerraNova 3 pretest to determine SLO achievement. Teachers will earn up to 20 points based on the district's Growth HEDI Bands chart (uploaded as HancockCSD_APPR2012_GROWTH_HEDI).</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Hancock CSD is using a locally developed and negotiated table of HEDI scores. Teachers will be considered highly effective when 80% or more of the students achieve the SLO target for individual student growth.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Teachers will be considered effective when 70-79% of the students achieve the SLO target for individual student growth.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Teachers will be considered developing when 60-69% of the students achieve the SLO target for individual student growth.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Teachers will be considered ineffective when fewer than 60% of the students achieve the SLO target for individual student growth.</p>

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	TerraNova 3
1	State-approved 3rd party assessment	TerraNova 3
2	State-approved 3rd party assessment	TerraNova 3

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Students will complete the TerraNova 3 as a pre-test to establish a performance baseline for each individual student. The TerraNova 3 offers a numeric performance level for student achievement. Each K-2 teacher will then develop an SLO for</p>
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acceptable individual growth of at least one level based on the TerraNova 3. Each 3rd grade teacher will develop an SLO for acceptable individual growth of at least one level based on the NYSED 3rd grade State Assessment. Students who score at the highest possible performance level on the TerraNova 3 pre-test will be expected to remain at that highest possible performance level on either the spring TerraNova 3 or the NYSED 3rd Grade State Assessment. These goals will be submitted to the Director of Pupil Personnel Services for approval. A spring TerraNova 3 will be administered to students in grades K-2, the results of which will be used to determine SLO achievement. The NYSED 3rd grade State Assessment will be administered to students in grade 3, the results of which will be compared to the TerraNova 3 pretest to determine SLO achievement. Teachers will earn up to 20 points based on the district's Growth HEDI Bands chart (uploaded as HancockCSD_APPR2012_GROWTH_HEDI).

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

Hancock CSD is using a locally developed and negotiated table of HEDI scores. Teachers will be considered highly effective when 80% or more of the students achieve the SLO target for individual student growth.

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

Teachers will be considered effective when 70-79% of the students achieve the SLO target for individual student growth.

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

Teachers will be considered developing when 60-69% of the students achieve the SLO target for individual student growth.

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 when fewer than 60% of the students achieve the SLO target for individual student growth.

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	State-approved 3rd party assessment	TerraNova 3
7	State-approved 3rd party assessment	TerraNova 3

	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.

Students will complete the TerraNova 3 as a pre-test to establish a performance baseline for each individual student. The TerraNova 3 offers a numeric performance level for student achievement. Each 6-7 grade science teacher will then develop an SLO for acceptable individual growth of at least one level. Each 8th grade science teacher will develop an SLO based on the NYSED 8th grade State Science Assessment. Students who

score at the highest possible performance level on the TerraNova 3 pre-test will be expected to remain at that highest possible performance level on either the spring TerraNova 3 or the NYSED 8th Grade State Assessment. This goal will be submitted to the Director of Pupil Personnel Services for approval. A spring TerraNova 3 will be administered to students in grades 6-7, the results of which will be used to determine SLO achievement. The NYSED 8th grade State Science Assessment will be administered to students in grade 8, the results of which will be compared to the TerraNova 3 pretest to determine SLO achievement. Teachers will earn up to 20 points based on the district's Growth HEDI Bands chart (uploaded as HancockCSD_APPR2012_GROWTH_HEDI).

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

Hancock CSD is using a locally developed and negotiated table of HEDI scores. Teachers will be considered highly effective when 80% or more of the students achieve the SLO target for individual student growth.

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

Teachers will be considered effective when 70-79% of the students achieve the SLO target for individual student growth.

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

Teachers will be considered developing when 60-69% of the students achieve the SLO target for individual student growth.

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 when fewer than 60% of the students achieve the SLO target for individual student growth.

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	State-approved 3rd party assessment	TerraNova 3
7	State-approved 3rd party assessment	TerraNova 3
8	State-approved 3rd party assessment	TerraNova 3

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.

Students will complete the TerraNova 3 as a pre-test to establish a performance baseline for each individual student. The TerraNova 3 offers a numeric performance level for student achievement. Each teacher will then develop an SLO for acceptable individual growth of at least one level. Students who score at the highest possible performance level on the TerraNova 3 pre-test will be expected to remain at that highest possible performance level on the spring TerraNova 3. This goal will be submitted to the Director of Pupil Personnel Services for approval. A spring TerraNova 3 will be administered, the results of which will be used to determine SLO achievement. Teachers will earn up to 20 points based on the district's Growth HEDI Bands chart (uploaded as HancockCSD_APPR2012_GROWTH_HEDI).

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Hancock CSD is using a locally developed and negotiated table of HEDI scores. Teachers will be considered highly effective when 80% or more of the students achieve the SLO target for individual student growth.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will be considered effective when 70-79% of the students achieve the SLO target for individual student growth.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will be considered developing when 60-69% of the students achieve the SLO target for individual student growth.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will be considered ineffective when fewer than 60% of the students achieve the SLO target for individual student growth.

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	State-approved 3rd party assessment	TerraNova 3

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.	Global I students will complete the TerraNova 3 as a pre-test to establish a performance baseline for each individual student. The TerraNova 3 offers a numeric performance level for student achievement. Global II students will complete a past Global II Regents assessment as a pre-test to establish a performance baseline for each individual student. American History students will complete a past American History Regents assessment as a pre-test to establish a performance baseline for each individual student. The students' Regents score will then be categorized into a district-determined performance level (e.g., Level 1: 0-54%, Level 2: 55-64%, Level 3: 65-84%, and Level 4: 85-100%). Each teacher will then develop an SLO for acceptable individual growth of at least one level, whether on the TerraNova 3 or the Regents. Students who score at the highest possible performance level on the TerraNova 3 pre-test or the Regents exam pre-test will be expected to remain at that highest possible performance level on either the spring TerraNova 3 or the June Regents exam. This goal will be submitted to the Director of Pupil Personnel Services for approval. A spring TerraNova 3 will be administered to Global I
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students, the results of which will be used to determine SLO achievement. The June Global II Regents Exam will be administered to Global II students, the results of which will be used to determine SLO achievement. The June American History Regents Exam will be administered to American History students, the results of which will be used to determine SLO achievement. Teachers will earn up to 20 points based on the district's Growth HEDI Bands chart (uploaded as HancockCSD_APPR2012_GROWTH_HEDI).

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

Hancock CSD is using a locally developed and negotiated table of HEDI scores. Teachers will be considered highly effective when 80% or more of the students achieve the SLO target for individual student growth.

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

Teachers will be considered effective when 70-79% of the students achieve the SLO target for individual student growth.

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

Teachers will be considered developing when 60-69% of the students achieve the SLO target for individual student growth.

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

Teachers will be considered ineffective when fewer than 60% of the students achieve the SLO target for individual student growth.

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.

Living Environment students will complete a past Living Environment Regents assessment as a pre-test to establish a performance baseline for each individual student. Earth Science students will complete a past Earth Science Regents assessment as a pre-test to establish a performance baseline for each individual student. Chemistry students will complete a past Chemistry Regents assessment as a pre-test to establish a performance baseline for each individual student. Physics students will complete a past Physics Regents assessment as a pre-test to establish a performance baseline for each individual student. The students' Regents score will then be categorized into a district-determined performance level (e.g., Level 1: 0-54%, Level 2: 55-64%, Level 3: 65-84%, and Level 4:

85-100%). Each teacher will then develop a SLO for acceptable individual growth of at least one performance level. Students who score at the highest possible performance level on the Regents pre-test will be expected to remain at that highest possible performance level on the June Regents. This goal will be submitted to the Director of Pupil Personnel Services for approval. The June Living Environment Regents will be administered to Living Environment students, the results of which will be used to determine SLO achievement. The June Earth Science Regents will be administered to Earth Science students, the results of which will be used to determine SLO achievement. The June Chemistry Regents will be administered to Chemistry students, the results of which will be used to determine SLO achievement. The June Physics Regents will be administered to Physics students, the results of which will be used to determine SLO achievement. Teachers will earn up to 20 points based on the district's Growth HEDI Bands chart (uploaded as HancockCSD_APPR2012_GROWTH_HEDI).

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

Hancock CSD is using a locally developed and negotiated table of HEDI scores. Teachers will be considered highly effective when 80% or more of the students achieve the SLO target for individual student growth.

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

Teachers will be considered effective when 70-79% of the students achieve the SLO target for individual student growth.

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

Teachers will be considered developing when 60-69% of the students achieve the SLO target for individual student growth.

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

Teachers will be considered ineffective when fewer than 60% of the students achieve the SLO target for individual student growth.

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.

Algebra I students will complete a past Algebra I Regents assessment as a pre-test to establish a performance baseline for each individual student. Geometry students will complete a past Geometry Regents assessment as a pre-test to establish a performance baseline for each individual student. Algebra II

students will complete a past Algebra II Regents assessment as a pre-test to establish a performance baseline for each individual student. The students' Regents score will then be categorized into a district-determined performance level (e.g., Level 1: 0-54%, Level 2: 55-64%, Level 3: 65-84%, and Level 4: 85-100%). Each teacher will then develop a SLO for acceptable individual growth of at least one performance level. Students who score at the highest possible performance level on the Regents pre-test will be expected to remain at that highest possible performance level on the June Regents exam. This goal will be submitted to the Director of Pupil Personnel Services for approval. The June Algebra I Regents will be administered to Algebra I students, the results of which will be used to determine SLO achievement. The June Geometry Regents will be administered to Geometry students, the results of which will be used to determine SLO achievement. The June Algebra II Regents will be administered to Algebra II students, the results of which will be used to determine SLO achievement. Teachers will earn up to 20 points based on the district's Growth HEDI Bands chart (uploaded as HancockCSD_APPR2012_GROWTH_HEDI).

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

Hancock CSD is using a locally developed and negotiated table of HEDI scores. Teachers will be considered highly effective when 80% or more of the students achieve the SLO target for individual student growth.

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

Teachers will be considered effective when 70-79% of the students achieve the SLO target for individual student growth.

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

Teachers will be considered developing when 60-69% of the students achieve the SLO target for individual student growth.

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

Teachers will be considered ineffective when fewer than 60% of the students achieve the SLO target for individual student growth.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	TerraNova 3
Grade 10 ELA	State approved 3rd party assessment	TerraNova 3
Grade 11 ELA	Regents assessment	Regents Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Students will complete a Hancock Developed Pre-test Appropriate for the Course to establish a performance baseline for each individual student. The students' pre-test score will then be categorized into a district-determined performance level (e.g., Level 1: 0-54%, Level 2: 55-64%, Level 3: 65-84%, and Level 4: 85-100%). Each teacher will then develop an SLO for acceptable individual growth of at least one level on the spring Hancock Developed Summative Assessment Appropriate for the Course. Students who score at the highest possible performance level on the Hancock Developed Pre-test Appropriate for the Course will be expected to remain at that highest possible performance level on the spring Hancock Developed Summative Assessment Appropriate for the Course. This goal will be submitted to the Director of Pupil Personnel Services for approval. A spring Hancock Developed Summative Assessment Appropriate for the Course will be administered to these students, the results of which will be used to determine SLO achievement for these teachers. Teachers will earn up to 20 points based on the district's Growth HEDI Bands chart (uploaded as HancockCSD_APPR2012_GROWTH_HEDI).</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Hancock CSD is using a locally developed and negotiated table of HEDI scores. Teachers will be considered highly effective when 80% or more of the students achieve the SLO target for individual student growth.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Teachers will be considered effective when 70-79% of the students achieve the SLO target for individual student growth.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Teachers will be considered effective when 60-69% of the students achieve the SLO target for individual student growth.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Teachers will be considered effective when fewer than 60% of the students achieve the SLO target for individual student growth.</p>

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/5364/137732-TXEttx9bQW/HancockCSD_APPR2012_GROWTH_HEDI.docx

2.12) Locally Developed Controls

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

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

N/A

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Thursday, June 14, 2012

Updated Monday, August 27, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Hancock Developed Assessment for 4th Grade ELA
5	5) District, regional, or BOCES–developed assessments	Hancock Developed Assessment for 5th Grade ELA

6	5) District, regional, or BOCES–developed assessments	Hancock Developed Assessment for 6th Grade ELA
7	5) District, regional, or BOCES–developed assessments	Hancock Developed Assessment for 7th Grade ELA
8	5) District, regional, or BOCES–developed assessments	Hancock Developed Assessment for 8th Grade ELA

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

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

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.	Students will complete a pre-test to establish a performance baseline for each individual student. Each teacher will then develop a S.M.A.R.T. goal for individual student acceptable growth relative to their baseline starting point. This goal will be submitted to the Director of Pupil Personnel Services for approval. A spring post-test will be administered, the results of which will be used to determine S.M.A.R.T. goal achievement. Teachers will earn up to 15 points based on the district's Local HEDI Bands chart (uploaded as HancockCSD_APPR2012_LOCAL_VAL_AD_HEDI).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Hancock CSD is using a locally developed and negotiated table of HEDI scores. Teachers will be considered highly effective when 80% or more of the students achieve the S.M.A.R.T. goal target for acceptable growth.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered effective when 70-79% of the students achieve the S.M.A.R.T. goal target for acceptable growth.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered developing when 60-69% of the students achieve the S.M.A.R.T. goal target for acceptable growth.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered ineffective when fewer than 60% of the students achieve the S.M.A.R.T. goal target for acceptable growth.

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	5) District, regional, or BOCES–developed assessments	Hancock Developed Assessment for 4th Grade Math
5	5) District, regional, or BOCES–developed assessments	Hancock Developed Assessment for 5th Grade Math

6	5) District, regional, or BOCES–developed assessments	Hancock Developed Assessment for 6th Grade Math
7	5) District, regional, or BOCES–developed assessments	Hancock Developed Assessment for 7th Grade Math
8	5) District, regional, or BOCES–developed assessments	Hancock Developed Assessment for 8th Grade Math

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

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

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.	Students will complete a pre-test to establish a performance baseline for each individual student. Each teacher will then develop a S.M.A.R.T. goal for individual student acceptable growth relative to their baseline starting point. This goal will be submitted to the Director of Pupil Personnel Services for approval. A spring post-test will be administered, the results of which will be used to determine S.M.A.R.T. goal achievement. Teachers will earn up to 15 points based on the district's Local HEDI Bands chart (uploaded as HancockCSD_APPR2012_LOCAL_VAL_AD_HEDI).
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Hancock CSD is using a locally developed and negotiated table of HEDI scores. Teachers will be considered highly effective when 80% or more of the students achieve the S.M.A.R.T. goal target for acceptable growth.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered effective when 70-79% of the students achieve the S.M.A.R.T. goal target for acceptable growth.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered developing when 60-69% of the students achieve the S.M.A.R.T. goal target for acceptable growth.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered ineffective when fewer than 60% of the students achieve the S.M.A.R.T. goal target for acceptable growth.

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/142561-rhJdBgDruP/HancockCSD_APPR2012_LOCAL_VAL_AD_HEDI.docx](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	7) Student Learning Objectives	Hancock Developed Assessment for Kindergarten ELA
1	7) Student Learning Objectives	Hancock Developed Assessment for 1st Grade ELA
2	7) Student Learning Objectives	Hancock Developed Assessment for 2nd Grade ELA
3	7) Student Learning Objectives	Hancock Developed Assessment for 3rd Grade ELA

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

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

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.	Students will complete a pre-test to establish a performance baseline for each individual student. Each teacher will then develop a SLO for individual student acceptable growth relative to their baseline starting point. This goal will be submitted to the Director of Pupil Personnel Services for approval. A spring post-test will be administered, the results of which will be used to determine SLO achievement. Teachers will earn up to 20 points based on the district's Local HEDI Bands chart (uploaded as HancockCSD_APPR2012_LOCAL_HEDI).
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Hancock CSD is using a locally developed and negotiated table of HEDI scores. Teachers will be considered highly effective when 80% or more of the students achieve the S.L.O. target for acceptable growth.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered effective when 70-79% of the students achieve the S.L.O. target for acceptable growth.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered developing when 60-69% of the students achieve the S.L.O. target for acceptable growth.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered ineffective when fewer than 60% of the students achieve the S.L.O. target for acceptable growth.

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	7) Student Learning Objectives	Hancock Developed Assessment for Kindergarten Math

1	7) Student Learning Objectives	Hancock Developed Assessment for 1st Grade Math
2	7) Student Learning Objectives	Hancock Developed Assessment for 2nd Grade Math
3	7) Student Learning Objectives	Hancock Developed Assessment for 3rd Grade Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Students will complete a pre-test to establish a performance baseline for each individual student. Each teacher will then develop a SLO for individual student acceptable growth relative to their baseline starting point. This goal will be submitted to the Director of Pupil Personnel Services for approval. A spring post-test will be administered, the results of which will be used to determine SLO achievement. Teachers will earn up to 20 points based on the district's Local HEDI Bands chart (uploaded as HancockCSD_APPR2012_LOCAL_HEDI).
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Hancock CSD is using a locally developed and negotiated table of HEDI scores. Teachers will be considered highly effective when 80% or more of the students achieve the S.L.O. target for acceptable growth.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered effective when 70-79% of the students achieve the S.L.O. target for acceptable growth.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered developing when 60-69% of the students achieve the S.L.O. target for acceptable growth.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered ineffective when fewer than 60% of the students achieve the S.L.O. target for acceptable growth.

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	7) Student Learning Objectives	Hancock Developed Assessment for Grade 6 Science
7	7) Student Learning Objectives	Hancock Developed Assessment for Grade 7 Science
8	7) Student Learning Objectives	Hancock Developed Assessment for Grade 8 Science

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

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.	Students will complete a pre-test to establish a performance baseline for each individual student. Each teacher will then develop a SLO for individual student acceptable growth relative to their baseline starting point. This goal will be submitted to the Director of Pupil Personnel Services for approval. A spring post-test will be administered, the results of which will be used to determine SLO achievement. Teachers will earn up to 20 points based on the district's Local HEDI Bands chart (uploaded as HancockCSD_APPR2012_LOCAL_HEDI).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Hancock CSD is using a locally developed and negotiated table of HEDI scores. Teachers will be considered highly effective when 80% or more of the students achieve the S.L.O. target for acceptable growth.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered effective when 70-79% of the students achieve the S.L.O. target for acceptable growth.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered developing when 60-69% of the students achieve the S.L.O. target for acceptable growth.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered ineffective when fewer than 60% of the students achieve the S.L.O. target for acceptable growth.

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	7) Student Learning Objectives	Hancock Developed Assessment for Grade 6 Social Studies
7	7) Student Learning Objectives	Hancock Developed Assessment for Grade 7 Social Studies
8	7) Student Learning Objectives	Hancock Developed Assessment for Grade 8 Social Studies

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

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

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	Students will complete a pre-test to establish a performance baseline for each individual student. Each teacher will then develop a SLO for individual student acceptable growth relative
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3.13, below.	to their baseline starting point. This goal will be submitted to the Director of Pupil Personnel Services for approval. A spring post-test will be administered, the results of which will be used to determine SLO achievement. Teachers will earn up to 20 points based on the district's Local HEDI Bands chart (uploaded as HancockCSD_APPR2012_LOCAL_HEDI).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Hancock CSD is using a locally developed and negotiated table of HEDI scores. Teachers will be considered highly effective when 80% or more of the students achieve the SLO target for acceptable growth.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered effective when 70-79% of the students achieve the SLO target for acceptable growth.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered developing when 60-69% of the students achieve the SLO target for acceptable growth.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered ineffective when fewer than 60% of the students achieve the SLO target for acceptable growth.

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	7) Student Learning Objectives	Hancock Developed Assessment for Global 1
Global 2	7) Student Learning Objectives	Hancock Developed Assessment for Global 2
American History	7) Student Learning Objectives	Hancock Developed Assessment for American History

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Students will complete a pre-test to establish a performance baseline for each individual student. Each teacher will then develop a SLO for individual student acceptable growth relative to their baseline starting point. This goal will be submitted to the Director of Pupil Personnel Services for approval. A spring post-test will be administered, the results of which will be used to determine SLO achievement. Teachers will earn up to 20 points based on the district's Local HEDI Bands chart (uploaded
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as HancockCSD_APPR2012_LOCAL_HEDI).

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

Hancock CSD is using a locally developed and negotiated table of HEDI scores. Teachers will be considered highly effective when 80% or more of the students achieve the SLO target for acceptable growth.

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

Teachers will be considered effective when 70-79% of the students achieve the SLO target for acceptable growth.

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

Teachers will be considered developing when 60-69% of the students achieve the SLO target for acceptable growth.

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

Teachers will be considered ineffective when fewer than 60% of the students achieve the S.L.O. target for acceptable growth.

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	7) Student Learning Objectives	Hancock Developed Assessment for Living Environment
Earth Science	7) Student Learning Objectives	Hancock Developed Assessment for Earth Science
Chemistry	7) Student Learning Objectives	Hancock Developed Assessment for Chemistry
Physics	7) Student Learning Objectives	Hancock Developed Assessment for Physics

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

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

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

Students will complete a pre-test to establish a performance baseline for each individual student. Each teacher will then develop a SLO for individual student acceptable growth relative to their baseline starting point. This goal will be submitted to the Director of Pupil Personnel Services for approval. A spring post-test will be administered, the results of which will be used to determine SLO achievement. Teachers will earn up to 20 points based on the district's Local HEDI Bands chart (uploaded as HancockCSD_APPR2012_LOCAL_HEDI).

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

Hancock CSD is using a locally developed and negotiated table of HEDI scores. Teachers will be considered highly effective

grade/subject.	when 80% or more of the students achieve the SLO target for acceptable growth.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered effective when 70-79% of the students achieve the SLO target for acceptable growth.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered developing when 60-69% of the students achieve the SLO target for acceptable growth.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered ineffective when fewer than 60% of the students achieve the SLO target for acceptable growth.

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	7) Student Learning Objectives	Hancock Developed Assessment for Integrated Algebra
Geometry	7) Student Learning Objectives	Hancock Developed Assessment for Geometry
Algebra 2	7) Student Learning Objectives	Hancock Developed Assessment for Algebra 2/Trigonometry

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Students will complete a pre-test to establish a performance baseline for each individual student. Each teacher will then develop a SLO for individual student acceptable growth relative to their baseline starting point. This goal will be submitted to the Director of Pupil Personnel Services for approval. A spring post-test will be administered, the results of which will be used to determine SLO achievement. Teachers will earn up to 20 points based on the district's Local HEDI Bands chart (uploaded as HancockCSD_APPR2012_LOCAL_HEDI).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Hancock CSD is using a locally developed and negotiated table of HEDI scores. Teachers will be considered highly effective when 80% or more of the students achieve the SLO target for acceptable growth.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for	Teachers will be considered effective when 70-79% of the students achieve the SLO target for acceptable growth.

grade/subject.	
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered developing when 60-69% of the students achieve the SLO target for acceptable growth.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered ineffective when fewer than 60% of the students achieve the SLO target for acceptable growth.

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	7) Student Learning Objectives	Hancock Developed Assessment for Grade 9 ELA
Grade 10 ELA	7) Student Learning Objectives	Hancock Developed Assessment for Grade 10 ELA
Grade 11 ELA	7) Student Learning Objectives	Hancock Developed Assessment for Grade 11 ELA

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

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

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.	Students will complete a pre-test to establish a performance baseline for each individual student. Each teacher will then develop a SLO for individual student acceptable growth relative to their baseline starting point. This goal will be submitted to the Director of Pupil Personnel Services for approval. A spring post-test will be administered, the results of which will be used to determine SLO achievement. Teachers will earn up to 20 points based on the district's Local HEDI Bands chart (uploaded as HancockCSD_APPR2012_LOCAL_HEDI).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Hancock CSD is using a locally developed and negotiated table of HEDI scores. Teachers will be considered highly effective when 80% or more of the students achieve the SLO target for acceptable growth.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will be considered effective when 70-79% of the students achieve the SLO target for acceptable growth.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	Teachers will be considered developing when 60-69% of the students achieve the SLO target for acceptable growth.

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

Teachers will be considered ineffective when fewer than 60% of the students achieve the SLO target for acceptable growth.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/142561-y92vNseFa4/HancockCSD_APPR2012_LOCAL_HEDI.docx

3.14) Locally Developed Controls

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

N/A

3.15) Teachers with More Than One Locally Selected Measure

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

The Director of Pupil Personnel Services will assess the results of each SLO separately, arriving at a HEDI rating and point value between 0-20 points. Each SLO will then be weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points. (Rounding will be to the nearest whole number: $\geq .5$ rounds up and $< .5$ rounds down).

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked

3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Friday, June 01, 2012

Updated Friday, August 24, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

(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]	31
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	29

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

At least 31 (52%) of the points will be attributed to classroom observations. Tenured teachers will receive one announced and one unannounced observation per year. Probationary (non-tenured) teachers will receive two announced and one unannounced observation per year. Announced classroom observations will seek to evaluate the teacher based on 37 indicators from the NYSUT Teacher Practice Rubric. Unannounced classroom observations will seek to evaluate the teacher based on 25 indicators from the Rubric.

At least 10 of the points (18%) will be attributed to the teacher's effectiveness in developing and implementing an Instructional Learning Plan (ILP) to address student achievement deficiencies. Each teacher will hand in no fewer than one plan (individual student, small group, and/or whole class) using the district-approved ILP format. The ILP will be evaluated based on 15 indicators

from the NYSUT Teacher Practice Rubric. It is the teacher's responsibility to ensure that evidence of these indicators is present in the completed ILP.

The remaining 18 of the 60 points (30%) will be attributed to the teacher's overall professional practice as presented in the teacher's Evidence Binder. These will be assessed by the evaluator using 45 indicators from the NYSUT Teacher Practice Rubric and discussed at a summative evaluation conference within the last two months of the school year. Throughout the school year, the teacher will gather artifacts and other evidence of teacher effectiveness in the area of professional practices. It is the teacher's responsibility to ensure evidence of these indicators is available to discuss at this conference. Thirteen (13) indicators have been identified as "rotating," meaning that they may not be readily evident at each observation, but must be evaluated at least once across three years.

A raw score for each of the evaluative components (announced observation(s), unannounced observation, Instructional Learning Plan, and professional practices) will be calculated based on a mean average of the related indicators. This average will then be weighted based on the following percentages:

TENURED TEACHERS:

- Announced visit - 30%
- Unannounced visit - 22%
- Instructional Learning Plan - 18%
- Professional Practices - 30%

PROBATIONARY TEACHERS (NON-TENURED):

- Announced visit - 18%
- Unannounced visit - 16%
- Announced visit - 18%
- Instructional Learning Plan - 18%
- Professional Practices - 30%

The sum of the weighted average will yield a number of 4 or lower. The weighted average will then be used to determine the "other 60" by mapping it to the NYSUT HEDI conversion chart. (See uploaded spreadsheet - HancockCSD_60pt_factoring)

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/5091/137800-eka9yMJ855/HancockCSD_60pt_factoring.xlsx](#)

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.	Hancock CSD is using the NYSUT rubric and HEDI bands to assign HEDI categories. A teacher must receive a total score of 3.5 or higher of a 4 point maximum to be considered highly effective. The teacher must demonstrate exceeding skill and talent in classroom observations, the development and implementation of instructional learning plans to address student deficiencies, and in overall professional practices.
Effective: Overall performance and results meet NYS Teaching Standards.	A teacher must receive a total score of 2.5 to 3.4 of a 4 point maximum to be considered effective. The teacher must demonstrate strong skill and talent in the aforementioned component areas.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	A teacher must receive a total score of 1.5 to 2.4 of a 4 point maximum to be considered developing. The teacher must demonstrate some level of skill and talent in the aforementioned

	component areas.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	A teacher who receives a total score of less than 1.5 of a 4 point maximum will be considered ineffective.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	3
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, June 19, 2012
Updated Friday, August 24, 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	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Wednesday, June 13, 2012

Updated Friday, August 24, 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/5265/142517-Df0w3Xx5v6/HancockCSD_Teacher_Improvement_Plan.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process:

A teacher may challenge the overall rating (Ineffective only) on the summative evaluation or an unsatisfactory rating on a principal/teacher improvement plan. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

Process:

- The teacher must submit to the evaluator (building principal or director of pupil personnel or equivalent) additional information specific to the point of disagreement, using the “challenge” document, in writing no later than ten (10) working days of receipt of the summative evaluation or the unsatisfactory improvement plan. Such written response shall become part of the appraisal record and shall be attached to the summative evaluation.*
- The evaluator (principal or director of pupil personnel or equivalent) will meet with the teacher no later than five (5) working days of receipt of the appeal and will issue a written decision. If the challenge is upheld, then the process ceases and the evaluation score will be revisited. If the challenge is denied, the decision of the evaluator may be appealed to the superintendent of schools.*
- The challenge, together with the record, will be forwarded to the superintendent of schools for review.*
- No later than (5) working days of receiving the written challenge, the superintendent shall review the record which consists of all documents used in the appraisal and the written challenge, and will issue a written decision.*
- At any time during the appeals process, the superintendent may interview the teacher or the evaluator (principal or director of pupil personnel).*
- If the challenge is upheld, then the evaluation score will be revisited.*
- If the challenge is denied, the superintendent’s decision shall state the reasons for the denial.*
- The decision of the superintendent shall be final.*

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.

Any evaluator who participates in the evaluation of a teacher for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation.

The “lead evaluator” is the administrator who is primarily responsible for a teacher’s evaluation under Chapter 103. The term “evaluator” shall include any administrator who conducts an observation or evaluation of a teacher.

All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training shall include application and use of the State-approved teacher practice rubric(s) selected by the District for use in evaluations.

Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.

Any evaluation or APPR rating that is determined in whole or in part by an administrator or supervisor who is not certified by the Hancock Central School District Board of Education to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the teacher’s record. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in the employment decisions of retention, tenure determinations, and termination.

All professional staff subject to the district’s APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards (teachers) or ISLLC Standards (principal), the district’s teacher practice rubric (teacher) or school administrator rubric (principal), forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted within 30 calendar days of the beginning of each subsequent school year for newly hired staff. Representatives from the Teachers Association and the District will jointly conduct the training for teachers.

Teacher training will include rubric-specific training provided by NYSUT and evidence-based evaluation methods training provided by DCMO BOCES. Principal training will include rubric-specific training provided by NYSUT, rubric-specific training in the Marzano rubric by the Marzano Research Laboratory, and evidence-based evaluation methods training provided by DCMO BOCES.

A White Paper published by the New York State Council of School Superintendents quotes Charlotte Danielson describing inter-rater reliability as “trained evaluators who can make accurate and consistent judgments based on evidence.” In the broadest sense, three primary “gates” for effective evaluation—fairness, reliability, and validity—must be recognized, established and maintained as the cornerstones of efficacious administrator and teacher evaluation systems.

To this end, the Hancock Central School District will work with the DCMO BOCES Network Team to ensure all lead evaluators maintain inter-rater reliability over time and that they are re-certified by the board of education on an annual basis.

Specifically, to maintain the acceptable standard of inter-rater reliability, lead evaluators in the Hancock School District will be subject to targeted professional development activities designed to teach best practice data collection, analysis, and reporting methods. Furthermore, the analysis of administrator and teacher artifacts including homework assignments, projects, quizzes, and parental letters will be cross-referenced with employee observation reports. Scheduled lead evaluator training activities will include teaching installments designed to encourage group analysis and scoring of administrator and teacher practice videos using SED approved rubrics. Finally, the District will work internally and with neighboring schools to schedule “Instructional Rounds” as a means to collaborate, observe, reflect and share highly effective inter-rater reliability practices.

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 Friday, June 01, 2012

Updated Friday, August 24, 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):

PreK-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.	N/A
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	N/A
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	N/A
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	N/A
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	N/A

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.

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 Tuesday, June 19, 2012
Updated Friday, August 24, 2012

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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
PK-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	6-year cohort graduation rate

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The district will set targets related to HS graduation. The principal will receive a score calculated based on a ratio that considers achievement of the target. This score will then be mapped to the district's HEDI Local table.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be considered highly effective when achieving 80% or more of the goal.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be considered effective when achieving 70-79% of the goal.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be considered developing when achieving 60-69% of the goal.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals will be considered ineffective when achieving less than 60% of the goal.

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/5366/143806-qBFVOWF7fC/HancockCSD_APPR2012_LOCAL_HEDI.docx

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

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

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

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

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

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.

N/A

8.4) Principals with More Than One Locally Selected Measure

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

N/A

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Friday, June 15, 2012

Updated Friday, August 24, 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.

Marzano's School Administrator Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	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	(No response)
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The principal will receive a minimum of four (4) formal visitations by a supervisor across the year: one each quarter. The supervisor will make one announced visit during each of the first two quarters of the school year, one unannounced visit during the third quarter, and one announced during the fourth quarter.

During each visitation, the supervisor will seek to assess the principal's effectiveness based on the Marzano School Administrator Rubric. It is the responsibility of the principal to ensure that evidence of these indicators is available to the supervisor. The principal will gather artifacts and other evidence of these indicators to make available to the supervisor.

A raw score for each of the four visitations will be calculated based on a mean average of the related indicators. This average will then be weighted based on the following percentages:

- 1st QTR Announced Observation - 15%*
- 2nd QTR Announced Observation - 15%*
- 3rd QTR Unannounced Observation - 30%*
- 4th QTR Announced Observation - 40%*

The weighted average will then be used to determine the "other 60" by mapping it to a HEDI conversion chart that mirrors the conversion chart used to assign points to teachers for the Other 60 points.

(See uploaded spreadsheet - HancockCSD_Principal_60pt_factoring)

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/5143/142903-pMADJ4gk6R/HancockCSD_Principal_60pt_Factoring.xlsx

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.	Hancock CSD is using an expanded version of the NYSUT HEDI bands to assign HEDI categories. A principal must receive a total score of 3.5 or higher of a 4 point maximum to be considered highly effective. The principal must demonstrate exceeding skill and talent in the 5 domains of the Marzano School Administrator Rubric.
Effective: Overall performance and results meet standards.	A principal must receive a total score of 2.5 to 3.4 of a 4 point maximum to be considered effective. The principal must demonstrate strong skill and talent in the 5 domains of the Marzano School Administrator Rubric.

Developing: Overall performance and results need improvement in order to meet standards.	A principal must receive a total score of 1.5 to 2.4 of a 4 point maximum to be considered developing. The principal must demonstrate some level of skill and talent in the 5 domains of the Marzano School Administrator Rubric.
Ineffective: Overall performance and results do not meet standards.	A principal who receives a total score of less than 1.5 of a 4 point maximum will be considered ineffective.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

Created Tuesday, June 19, 2012

Updated Friday, August 24, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, June 15, 2012

Updated Friday, August 24, 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/5276/142901-Df0w3Xx5v6/HancockCSD_APPR2012_Principals_PIP.pdf

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The principal must submit to the evaluator (superintendent or designee) additional information specific to the point of disagreement in writing within five (5) working days of receipt of the summative evaluation or the unsatisfactory improvement plan. Such written response shall become part of the appraisal record and shall be attached to the summative evaluation.

The evaluator (superintendent or designee) will meet with the principal within five (5) working days of receipt of the appeal and will issue a written decision. If the evaluator is the superintendent, the decision is final. If not, the decision of the evaluator may be appealed to the supervisor of the evaluator or to the superintendent of schools. The challenge, together with the record, shall be

forwarded to the supervisor of the evaluator (superintendent or designee). Within fifteen (5) working days of receiving the written challenge, the supervisor of the evaluator (superintendent or designee) shall review the record which consists of all documents used in the appraisal and the written challenge, and will issue a written decision. At any time during the appeals process, the supervisor of the evaluator (superintendent or designee) may interview the administrator or the evaluator. If the challenge is denied, the decision shall state the reasons for the denial. The decision of the supervisor of the evaluator (superintendent or designee) shall be final.

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.

Any evaluator who participates in the evaluation of a principal for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a principal evaluation. Any evaluation or APPR rating that is determined in whole or in part by an administrator or supervisor who is not certified by the Hancock Central School District Board of Education to conduct such evaluations shall, upon appeal by the subject of the evaluation or APPR rating, be deemed to be invalid and shall be expunged from the principal's record. The invalidation of an evaluation or APPR rating for this reason shall also preclude its use in the employment decisions of retention, tenure determinations, and termination.

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the ISLLC Standards, the district's principal practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted within 30 calendar days of the beginning of each subsequent school year for newly hired staff. Representatives from the Vendor and DCMO BOCES will jointly conduct the training.

The "lead evaluator" is the administrator who is primarily responsible for a principal's evaluation under Chapter 103. The term "evaluator" shall include any administrator who conducts an observation or evaluation of a principal.

All evaluators shall successfully complete a training course that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training shall include application and use of the State-approved principal practice rubric(s) selected by the District for use in evaluations.

Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and regulations, he/she shall be deemed to be certified by the District as a lead evaluator.

A White Paper published by the New York State Council of School Superintendents quotes Charlotte Danielson describing inter-rater reliability as "trained evaluators who can make accurate and consistent judgments based on evidence." In the broadest sense, three primary "gates" for effective evaluation—fairness, reliability, and validity—must be recognized, established and maintained as the cornerstones of efficacious administrator and teacher evaluation systems.

To this end, the Hancock Central School District will work with the DCMO BOCES Network Team to ensure all lead evaluators maintain inter-rater reliability over time and that they are re-certified by the board of education on an annual basis.

Specifically, to maintain the acceptable standard of inter-rater reliability, lead evaluators in the Hancock School District will be subject to targeted professional development activities designed to teach best practice data collection, analysis, and reporting methods. Furthermore, the analysis of administrator and teacher artifacts including homework assignments, projects, quizzes, and parental letters will be cross-referenced with employee observation reports. Scheduled lead evaluator training activities will include teaching installments designed to encourage group analysis and scoring of administrator and teacher practice videos using SED approved rubrics. Finally, the District will work internally and with neighboring schools to schedule "Instructional Rounds" as a means to collaborate, observe, reflect and share highly effective inter-rater reliability practices.

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	Checked

school day of the school year for which the principal is being measured.	
11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, June 13, 2012

Updated Friday, August 24, 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/5581/142512-3Uqgn5g9Iu/August 24 2012 Hancock CSD APPR Certification Form.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.

Hancock CSD APPR

Growth HEDI Bands

Highly Effective	20	95-100%
	19	90-94%
	18	80-89%
Effective	17	79%
	16	78%
	15	77%
	14	76%
	13	75%
	12	74%
	11	73%
	10	72%
	9	70-71%
	Developing	8
7		66-67%
6		63-65%
5		62%
4		61%
3		60%
Ineffective	2	45-59%
	1	21-44%
	0	0-20%

Hancock CSD APPR

Growth HEDI Bands: Value Added

Highly Effective	15	90-100%
	14	80-89%
Effective	13	78-79%
	12	76-77%
	11	74-75%
	10	72-73%
	9	71%
	8	70%
Developing	7	68-69%
	6	66-67%
	5	64-65%
	4	62-63%
	3	60-61%
Ineffective	2	45-59%
	1	21-44%
	0	0-20%

This is the "Read Me First" Tab.

This spreadsheet is for the principal to use when evaluating a teacher. It has three

"NYSUT - Tenured" identifies those indicators from the NYSUT Teacher Practice Rubric that relate to the various components of the scoring. A grey box and max score of 4 indicates that the indicator applies to the component column. A yellow box indicates that an indicator may not be evident at each observation or artifact

"NYSUT - Probationary" applies to non-tenured teachers.

"NYSUT - HEDI" contains the NYSUT HEDI conversion chart for the NYSUT Teacher

3 tabs beyond the "Read Me First" tab:

Practice Rubric and is used as a "lookup table" for the Tenured and Probationary

tabs.

HANCOCK CENTRAL SCHOOL DISTRICT IMPROVEMENT PLAN PROCEDURES FOR TEACHERS

Improvement Plans

Purpose:

Improvement plans are developed to help teachers focus on area(s) where they need extra assistance in order to improve professional practice.

Process:

An Improvement Plan shall be developed by the teacher and evaluator when:

- A teacher's performance on the overall Summative Evaluation form is rated as "Developing" or "Ineffective."

IMPROVEMENT PLAN CONFERENCE

The teacher and evaluator should review the Improvement Plan Form before the Improvement Plan Conference to reflect on the items that will be discussed.

At the Improvement Plan Conference, the teacher and evaluator will develop a plan using the Improvement Plan Form.

IMPROVEMENT PLAN FORM

Improvement Plans must include:

1. Identification of the specific deficiencies and recommended area(s) for growth;
2. A timeline for the plan, including intermediate checkpoints, to determine progress.
3. The manner of assessing improvement in the identified deficiency areas;
4. Specific resources necessary to implement the plan, including, but not limited to, opportunities for the principal/teacher to work with his/her supervisor, mentors, veteran administrator(s), and teacher-to-teacher cadre, etc.

**HANCOCK CENTRAL SCHOOL DISTRICT IMPROVEMENT PLAN PROCESS FOR TEACHERS
(TIP)**

Name _____ Evaluator(s) _____
Position _____ School/
District _____
Date _____

1. Identify specific deficiencies and recommended areas of growth related to the summative evaluation form.

2. Identify a timeline for completion of the Improvement Plan, along with times for intermediate checkpoints.

3. Indicate how satisfactory performance, as defined by the Improvement Plan, will be determined.

4. Specific resources necessary to implement the plan, including but not limited to, opportunities for the teacher to work with his/her supervisor, veteran administrator(s), teacher-to-teacher cadres, etc.

Amendments to the Plan:

If the Improvement Plan is amended during implementation, specify changes.

Employee

Date

Evaluator

Date

Continuation/Completion of the Improvement Plan

The teacher has completed the Improvement Plan.

Satisfactory Unsatisfactory

If unsatisfactory, justification for this rating must be stated in writing. Unsatisfactory ratings for improvement plans may be subject to the appeals process.

Employee Signature _____ Date: _____

Evaluator's Signature _____ Date: _____

Principal Evaluation

Indicators

Administrator Domain 1	
1	Establishing Goals for Overall Student Achievement
2	Establishing Goals for Achievement of Individual Students
3	Progress Monitoring for School Achievement Goals
4	Progress Monitoring for Individual Student Achievement
5	Interventions to Help Students Meet Individual Achievement Goals
Administrator Domain 2	
1	Providing a Clear vision for Instruction
2	Encouraging Teachers to Enhance Their Pedagogical Skills
3	Awareness of Predominant Instructional Practices in the School
4	Using Multiple Sources of Data for Teacher Evaluation
5	Providing Teacher Professional Development Related to Growth Goals
Administrator Domain 3	
1	Curriculum Aligned to State and District Standards
2	Curriculum Focused According to Time Available
3	Equal Opportunities for All Students
Administrator Domain 4	
1	Opportunities for Teachers to Observe and Discuss Effective Teaching
2	Teacher Roles in Decision-Making Processes
3	Teacher Collaboration About Common Issues
4	Teacher and Staff Input
5	Student and Parent Input
Administrator Domain 5	
1	Recognition as Leader
2	Trust of Faculty and Staff
3	Faculty and Staff Perceptions of School Environment
4	Parent and Student Perceptions of School Environment
5	Resource Management
6	Acknowledging Success

AVERAGE

WEIGHT

WT. AVG.

RAW SCORE

OF 60 PTS

Hancock CSD APPR

Local HEDI Bands

Highly Effective	20	95-100%
	19	90-94%
	18	80-89%
Effective	17	79%
	16	78%
	15	77%
	14	76%
	13	75%
	12	74%
	11	73%
	10	72%
	9	70-71%
	Developing	8
7		66-67%
6		63-65%
5		62%
4		61%
3		60%
Ineffective	2	45-59%
	1	21-44%
	0	0-20%

Hancock CSD APPR

Local HEDI Bands: Value Added

Highly Effective	15	90-100%
	14	80-89%
Effective	13	78-79%
	12	76-77%
	11	74-75%
	10	72-73%
	9	71%
	8	70%
Developing	7	68-69%
	6	66-67%
	5	64-65%
	4	62-63%
	3	60-61%
Ineffective	2	45-59%
	1	21-44%
	0	0-20%

Hancock CSD APPR

Local HEDI Bands: Value Added

Highly Effective	15	90-100%
	14	80-89%
Effective	13	78-79%
	12	76-77%
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	8	70%
Developing	7	68-69%
	6	66-67%
	5	64-65%
	4	62-63%
	3	60-61%
Ineffective	2	45-59%
	1	21-44%
	0	0-20%

Hancock CSD APPR

Local HEDI Bands

Highly Effective	20	95-100%
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	18	80-89%
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	16	78%
	15	77%
	14	76%
	13	75%
	12	74%
	11	73%
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7		66-67%
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4		61%
3		60%
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Hancock CSD APPR

Local HEDI Bands: Value Added

Highly Effective	15	90-100%
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	12	76-77%
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	8	70%
Developing	7	68-69%
	6	66-67%
	5	64-65%
	4	62-63%
	3	60-61%
Ineffective	2	45-59%
	1	21-44%
	0	0-20%

Hancock CSD Principal Evaluation System (APPR)

Principal Improvement Plan Form

Name	_____	Evaluator(s)	_____
Position	_____	School/ District	_____
Date	_____		

1. Identify specific deficiencies and recommended areas of growth (limited to “Developing and Ineffective” ratings) related to the summative evaluation form.

2. Identify a timeline for completion of the Improvement Plan, along with times for intermediate checkpoints.

3. Indicate how satisfactory performance as defined by the Improvement Plan will be determined.

Hancock CSD Principal Evaluation System (APPR)

4. Specific resources necessary to implement the plan, including but not limited to, opportunities for the administrator to work with his/her supervisor, curriculum specialists, veteran administrator(s), administrator-to-administrator cadres, etc.

Amendments to the Plan:

If the Improvement Plan is amended during implementation, specify changes.

Employee

Date

Evaluator

Date

Hancock CSD Principal Evaluation System (APPR)

Continuation/Completion of the Improvement Plan

The administrator has completed the Improvement Plan.

Satisfactory Unsatisfactory

If unsatisfactory, justification for this rating must be stated in writing. Unsatisfactory ratings for improvement plans may be subject to the appeals process.

Employee's
Signature

Date:

Evaluator's
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:

Tina P. Deery *8/22/12*

Teachers Union President Signature: Date:

Melissa Karch *8/22/12*

Administrative Union President Signature: Date:

Carol Daddario *8/22/12*

Board of Education President Signature: Date:

Terry Whitt *8/22/12*