



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

---

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

E-mail: [commissioner@mail.nysed.gov](mailto:commissioner@mail.nysed.gov)  
Twitter: @JohnKingNYSED  
Tel: (518) 474-5844  
Fax: (518) 473-4909

November 25, 2013

**Revised**

Mr. 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. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: William Tammaro

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Thursday, September 12, 2013

---

## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

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

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

120906040000

#### 1.2) School District Name:

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

HANCOCK CSD

#### 1.3) Assurances

Please check all of the boxes below:

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

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

## 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, November 07, 2013

---

### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

*If no State assessment or Regents exam exists:*

District-determined assessments from list of State-approved 3<sup>rd</sup> 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 3<sup>rd</sup> party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	DCMO Regionally Developed Assessment for Kindergarten ELA
1	District, regional, or BOCES-developed assessment	DCMO Regionally Developed Assessment for grade 1 ELA
2	District, regional, or BOCES-developed assessment	DCMO Regionally Developed Assessment for grade 2 ELA

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

All K-3 students will complete a pretest to establish a performance baseline for each individual student. The pretest 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 K-2 teacher will then develop an SLO for acceptable individual growth of at least one level or maintenance of levels 3 or 4. Each 3rd grade teacher will develop an SLO based on the NYS 3rd grade State Assessment for acceptable individual growth of at least one level or maintenance of levels 3 or 4. This goal will be submitted to the Director of Pupil Personnel

Services for approval.

A spring post-test will be administered to students in grades K-2, the results of which will be used to determine SLO growth. The pretest 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%).

The NYS 3rd grade State Assessment will be administered to students in grade 3, the results of which will be compared to the pretest to determine SLO growth.

The percentage of students reaching their growth target will translate into a 0-20 HEDI score. (Uploaded as HancockCSD\_APPR2013\_GROWTH\_HEDI.docx).

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. The summative 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%).

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. The summative 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%).

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. The summative 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%).

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. The summative 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%).

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	DCMO Regionally Developed Assessment for Kindergarten math
1	District, regional, or BOCES-developed assessment	DCMO Regionally Developed Assessment for grade 1 math

2	District, regional, or BOCES-developed assessment	DCMO Regionally Developed Assessment for grade 2 math
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<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>All K-3 students will complete a pretest to establish a performance baseline for each individual student. The pretest 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%).</p> <p>Each K-2 teacher will then develop an SLO for acceptable individual growth of at least one level or maintenance of levels 3 or 4. Each 3rd grade teacher will develop an SLO based on the NYS 3rd grade State Assessment for acceptable individual growth of at least one level or maintenance of levels 3 or 4. This goal will be submitted to the Director of Pupil Personnel Services for approval.</p> <p>A spring post-test will be administered to students in grades K-2, the results of which will be used to determine SLO growth. The NYS 3rd grade State Assessment will be administered to students in grade 3, the results of which will be compared to the pretest to determine SLO growth. The summative 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%).</p> <p>The percentage of students reaching their growth target will translate into a 0-20 HEDI score. (Uploaded as HancockCSD_APPR2013_GROWTH_HEDI.docx).</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. The summative 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%).</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. The summative 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%).</p>

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. The summative 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%).

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. The summative 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%).

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	DCMO Regionally Developed Assessment for grade 6 science
7	District, regional or BOCES-developed assessment	DCMO Regionally Developed Assessment for grade 7 science
8	State assessment	8th Grade State Science Assessment

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

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

All 6-8 science students will complete a pretest to establish a performance baseline for each individual student. The summative 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 6-7 teacher will then develop an SLO for acceptable individual growth of at least one level or maintenance of levels 3 or 4. Each 8th grade teacher will develop an SLO based on the NYS 8th grade State Assessment for acceptable individual growth of at least one level or maintenance of levels 3 or 4. This goal will be submitted to the Director of Pupil Personnel Services for approval.

A spring post-test will be administered to students in grades 6-7, the results of which will be used to determine SLO growth. The NYS 8th grade State Assessment will be administered to

students in grade 8, the results of which will be compared to the pretest to determine SLO growth. The summative 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%).

The percentage of students reaching their growth target will translate into a 0-20 HEDI score. (Uploaded as HancockCSD\_APPR2013\_GROWTH\_HEDI.docx).

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. The summative 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%).

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. The summative 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%).

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. The summative 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%).

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. The summative 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%).

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	DCMO Regionally Developed Assessment for grade 6 social studies
7	District, regional or BOCES-developed assessment	DCMO Regionally Developed Assessment for grade 7 social studies
8	District, regional or BOCES-developed assessment	DCMO Regionally Developed Assessment for grade 8 social studies

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

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

All 6-8 social studies students will complete a pretest to establish a performance baseline for each individual student. The summative 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 or maintenance of levels 3 or 4. 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 growth. The percentage of students reaching their growth target will translate into a 0-20 HEDI score. (Uploaded as HancockCSD\_APPR2013\_GROWTH\_HEDI.docx). The summative 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%).

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. The summative 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%).

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. The summative 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%).

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. The summative 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%).

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. The summative 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%).

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	DCMO Developed Global 1 Assessment

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

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

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 a pretest to establish a performance baseline for each individual student. The pretest 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).

Global II students will complete a past NYS Global II Regents assessment as a pre-test to establish a performance baseline for each individual student. American History students will complete a past NYS American History Regents assessment as a pre-test to establish a performance baseline for each individual student. The students' Regents 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 or maintenance of levels 3 or 4. This goal will be submitted to the Director of Pupil Personnel Services for approval.

A spring post-test will be administered to Global I students, the results of which will be used to determine SLO growth. The NYS Global II Regents Exam will be administered to Global II students, the results of which will be used to determine SLO achievement. The NYS American History Regents Exam will be administered to American History students, the results of which will be used to determine SLO growth. The summative assessments will use the same district determined performance levels as the pre-assessment.

Teachers will earn up to 20 points based on the percentage of

students meeting their SLO, with that percentage being used to convert to 0-20 points based on the district's Growth HEDI bands. (Uploaded as HancockCSD\_APPR2013\_GROWTH\_HEDI.docx).

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 measuring student growth on the assessments listed for this Task.

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

Living Environment students will complete a past NYS Living Environment Regents assessment as a pre-test to establish a performance baseline for each individual student. The pretest 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%).

Earth Science students will complete a past NYS Earth Science Regents assessment as a pre-test to establish a performance baseline for each individual student.

Chemistry students will complete a past NYS Chemistry Regents assessment as a pre-test to establish a performance baseline for each individual student.

Physics students will complete a past NYS Physics Regents assessment as a pre-test to establish a performance baseline for each individual student.

The students' pretest 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 or maintenance of levels 3 or 4. This goal will be submitted to the Director of Pupil Personnel Services for approval.

The NYS Living Environment Regents will be administered to Living Environment students, the results of which will be used to determine SLO growth. The NYS Earth Science Regents will be administered to Earth Science students, the results of which will be used to determine SLO growth. The NYS Chemistry Regents will be administered to Chemistry students, the results of which will be used to determine SLO growth. The NYS Physics Regents will be administered to Physics students, the results of which will be used to determine SLO growth. The summative assessments will use the same district determined performance levels as the pre-assessment.

Teachers will earn up to 20 points based on the percentage of students meeting their SLO, with that percentage being used to convert to 0-20 points based on the district's Growth HEDI bands. (Uploaded as HancockCSD\_APPR2013\_GROWTH\_HEDI.docx).

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 measuring student growth on the assessments listed for this Task.

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

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

For the 2013-2014 school year, Algebra I students will complete a past NYS Integrated Algebra Regents as a pre-test to establish a performance baseline for each individual student. Beyond the 2013-2014 school year, Algebra I students will complete a past NYS Regents Examination in Algebra I Common Core as a pre-test to establish a performance baseline for each individual student.

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

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

The students' pretest 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 or maintenance of levels 3 or 4. This goal will be submitted to the Director of Pupil Personnel Services for approval. The summative assessments will use the same district determined performance levels as the pre-assessment.

For the 2013-2014 school year, both the NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core will be administered to Algebra I students enrolled in Common Core Courses. The higher score will be used to determine SLO growth. Beyond the 2013-2014 school year, the NYS Regents Examination in Algebra I Common Core will be administered to Algebra I students, the results of which will be used to determine SLO growth.

The spring NYS Geometry Regents will be administered to Geometry students, the results of which will be used to determine SLO growth. The spring NYS Algebra II Regents will be administered to Algebra II students, the results of which will be used to determine SLO growth.

Teachers will earn up to 20 points based on the percentage of students meeting their SLO, with that percentage being used to convert to 0-20 points based on the district's Growth HEDI bands. (Uploaded as HancockCSD\_APPR2013\_GROWTH\_HEDI.docx).

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	District, regional or BOCES-developed assessment	DCMO Regionally Developed Assessment for grade 9 ELA
Grade 10 ELA	District, regional or BOCES-developed assessment	DCMO Regionally Developed Assessment for grade 10 ELA
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents and NYS Common Core Regents in English

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Grade 9 and 10 English students will complete a pretest to establish a performance baseline for each individual student. The pretest 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) of which will determine the SLO growth of these teachers.</p> <p>For the 2013-2014 school year, grade 11 English students will complete a past NY State Comprehensive English Regents as a pre-test to establish a performance baseline for each individual student. Beyond the 2013-2014 school year, English 11 students will complete a past NY State Common Core Regents in English 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:</p>
---	--

85-100).

Each teacher will then develop an SLO for acceptable individual growth of at least one level or maintenance of levels 3 or 4. This goal will be submitted to the Director of Pupil Personnel Services for approval. The summative assessments will use the same district determined performance levels as the pre-assessment.

A spring posttest will be administered to grade 9 and 10 English students, the results of which will be used to determine SLO growth for the grade 9 and 10 English teachers.

For the 2013-2014 school year, both the NY State Comprehensive English Regents and the new NYS Common Core Regents in English will be administered to grade 11 English students enrolled in a Common Core Regents class. The higher score will be used to determine SLO growth for grade 11 English teachers. Beyond the 2013-2014 school year, the NYS Common Core Regents in English will be administered to grade 11 English students, the results of which will be used to determine SLO growth for the grade 11 English teachers.

Teachers will earn up to 20 points based on the percentage of students meeting their SLO, with that percentage being used to convert to 0-20 points based on the district's Growth HEDI bands. (Uploaded as HancockCSD\_APPR2013\_GROWTH\_HEDI.docx).

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.

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All Other Teachers Not Named Above	District, Regional or BOCES-developed	DCMO Regionally Developed Course-Specific Assessment

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

<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 pre-test to establish a performance baseline for each individual student. The pretest 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%).</p> <p>Each teacher will then develop an SLO for acceptable individual growth of at least one level or maintenance of level 3 or 4. This goal will be submitted to the Director of Pupil Personnel Services for approval.</p> <p>A spring post-test will be administered, the results of which will be categorized into District determined levels and will be used to show SLO growth.</p> <p>Teachers will earn up to 20 points based on the percentage of students meeting their SLO, with that percentage being used to convert to 0-20 points based on the district's Growth HEDI bands.(Uploaded as HancockCSD_APPR2013_GROWTH_HEDI.docx).</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/12186/574884-TXEttx9bQW/HancockCSD\_APPR\_GROWTH\_HEDI.pdf

### 2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: student prior academic history,

students with disabilities, English language learners, and students in poverty.

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: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
2.14) Assurances	Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances	Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances	Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances	Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, November 07, 2013

---

#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

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

7	6(ii) School wide measure computed locally	NYS 5th, 6th, 7th, and 8th grade Math assessment
8	6(ii) School wide measure computed locally	NYS 5th, 6th, 7th, and 8th grade Math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>All teachers in grade 4 will receive a score based on the NYS 4th grade math assessment. All teachers in grades 5-8 will receive a score based on the NYS 5th-8th grade math assessments.</p> <p>Twenty (20) points (see chart 3.13) related to student achievement will be determined based on the percentage of students in the selected grades whose performance levels on the state assessments meet or exceed level 2, with all teachers in the school grouping receiving the same points (15 points conversion chart will be used once the Value Added Model is used).</p> <p>The HEDI points will be allocated based on the percentage of students meeting this target. Teachers of grades K-4 will share the achievement results based on the NYS 4th grade Math assessment. Teachers of grades 5-8 will share the achievement results based on the average of the scores (percentage of students meeting or exceeding level 2) of the four assessments.</p> <p>The resulting percentage of students meeting or exceeding level 2 will then be translated to the HEDI Scoring Bands. (See uploaded file "HancockCSD_APPR2013v2_LOCAL_VALAD_HEDI.docx")</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% or more of the students meet the basic minimum standards based on the above scoring criteria.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51% - 79% of the students meet the basic minimum standards based on the above scoring criteria.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	31% - 50% of the students meet the basic minimum standards based on the above scoring criteria.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 30% of the students meet the basic minimum standards based on the above scoring criteria.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS 4th grade Math assessment
5	6(ii) School wide measure computed locally	NYS 5th, 6th, 7th, and 8th grade state Math assessments
6	6(ii) School wide measure computed locally	NYS 5th, 6th, 7th, and 8th grade state Math assessments
7	6(ii) School wide measure computed locally	NYS 5th, 6th, 7th, and 8th grade state Math assessments
8	6(ii) School wide measure computed locally	NYS 5th, 6th, 7th, and 8th grade state Math assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>All teachers in grade 4 will receive a score based on the NYS 4th grade math assessment. All teachers in grades 5-8 will receive a score based on the NYS 5th-8th grade math assessments.</p> <p>Twenty (20) points (see chart 3.13) related to student achievement will be determined based on the percentage of students in the selected grades whose performance levels on the state assessments meet or exceed level 2, with all teachers in the school grouping receiving the same points (15 points conversion chart will be used once the Value Added Model is used).</p> <p>The HEDI points will be allocated based on the percentage of students meeting this target. Teachers of grades K-4 will share the achievement results based on the NYS 4th grade Math assessment. Teachers of grades 5-8 will share the achievement results based on the average of the scores (percentage of students meeting or exceeding level 2) of the four assessments.</p> <p>The resulting percentage of students meeting or exceeding level 2 will then be translated to the HEDI Scoring Bands. (See uploaded file "HancockCSD_APPR2013v2_LOCAL_VALAD_HEDI.docx")</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% or more of the students meet the basic minimum standards based on the above scoring criteria.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51% - 79% of the students meet the basic minimum standards based on the above scoring criteria.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	31% - 50% of the students meet the basic minimum standards based on the above scoring criteria.

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

0% - 30% of the students meet the basic minimum standards based on the above scoring criteria.

### 3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/574885-rhJdBgDruP/HancockCSD\_APPR\_LOCAL\_VALAD\_HEDI.pdf

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

4-8; or

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

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS 4th grade Math assessment
1	6(ii) School-wide measure computed locally	NYS 4th grade Math assessment
2	6(ii) School-wide measure computed locally	NYS 4th grade Math assessment
3	6(ii) School-wide measure computed locally	NYS 4th grade Math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers in grades K-3 will receive a score based on a school-wide measure of the NYS 4th grade Math assessment.  Twenty (20) points related to student achievement will be determined based on the percentage of students in the selected grades whose performance levels on the state assessment meet or exceed level 2, with all teachers in the school grouping receiving the same points.  The HEDI points will be allocated based on the percentage of students meeting this target. Teachers of grades K-4 will share the achievement results based on the NYS 4th grade Math assessment. (See uploaded file "HancockCSD_APPR2013v2_LOCAL_HEDI.docx")
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% or more of the students meet the basic minimum standards based on the above scoring criteria.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56% - 79% of the students meet the basic minimum standards based on the above scoring criteria.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	31% - 55% of the students meet the basic minimum standards based on the above scoring criteria.

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

0% - 30% of the students meet the basic minimum standards based on the above scoring criteria.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS 4th grade Math assessment
1	6(ii) School-wide measure computed locally	NYS 4th grade Math assessment
2	6(ii) School-wide measure computed locally	NYS 4th grade Math assessment
3	6(ii) School-wide measure computed locally	NYS 4th grade Math assessment

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

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

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

All teachers in grades K-3 will receive a score based on a school-wide measure of the NYS 4th grade Math assessment.

Twenty (20) points related to student achievement will be determined based on the percentage of students in the selected grades whose performance levels on the state assessment meet or exceed level 2, with all teachers in the school grouping receiving the same points.

The HEDI points will be allocated based on the percentage of students meeting this target. Teachers of grades K-4 will share the achievement results based on the NYS 4th grade Math assessment. (See uploaded file "HancockCSD\_APPR2013v2\_LOCAL\_HEDI.docx")

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

80% or more of the students meet the basic minimum standards based on the above scoring criteria.

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

56% - 79% of the students meet the basic minimum standards based on the above scoring criteria.

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

31% - 55% of the students meet the basic minimum standards based on the above scoring criteria.

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

0% - 30% of the students meet the basic minimum standards based on the above scoring criteria.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS 5th, 6th, 7th, and 8th grade Math assessment
7	6(ii) School wide measure computed locally	NYS 5th, 6th, 7th, and 8th grade Math assessment
8	6(ii) School wide measure computed locally	NYS 5th, 6th, 7th, and 8th grade Math assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>All teachers of grades 6-8 science will receive a score based on a school-wide measure of the NYS 5th, 6th, 7th, and 8th grade Math assessments.</p> <p>Twenty (20) points related to student achievement will be determined based on the percentage of students in the selected grades whose performance levels on the state assessment meet or exceed level 2, with all teachers in the school grouping receiving the same points.</p> <p>The HEDI points will be allocated based on the percentage of students meeting this target. Teachers of grades 5-8 will share the achievement results based on the average of the scores (percentage of students meeting or exceeding level 2) of the four assessments. (See uploaded file "HancockCSD_APPR2013v2_LOCAL_HEDI.docx")</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% or more of the students meet the basic minimum standards based on the above scoring criteria.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56% - 79% of the students meet the basic minimum standards based on the above scoring criteria.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	31% - 55% of the students meet the basic minimum standards based on the above scoring criteria.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 30% of the students meet the basic minimum standards based on the above scoring criteria.

### 3.7) Grades 6-8 Social Studies

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

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

7	6(ii) School wide measure computed locally	NYS 5th, 6th, 7th, and 8th Math assessment
8	6(ii) School wide measure computed locally	NYS 5th, 6th, 7th, and 8th Math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>All teachers of grades 6-8 social studies will receive a score based on a school-wide measure of the NYS 5th, 6th, 7th, and 8th grade Math assessments.</p> <p>Twenty (20) points related to student achievement will be determined based on the percentage of students in the selected grades whose performance levels on the state assessment meet or exceed level 2, with all teachers in the school grouping receiving the same points.</p> <p>The HEDI points will be allocated based on the percentage of students meeting this target. Teachers of grades 5-8 will share the achievement results based on the average of the scores (percentage of students meeting or exceeding level 2) of the four assessments. (See uploaded file "HancockCSD_APPR2013_LOCALv2_HEDI.docx")</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% or more of the students meet the basic minimum standards based on the above scoring criteria.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56% - 79% of the students meet the basic minimum standards based on the above scoring criteria.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	31% - 55% of the students meet the basic minimum standards based on the above scoring criteria.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 30% of the students meet the basic minimum standards based on the above scoring criteria.

### 3.8) High School Social Studies

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

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

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

Global 1	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core
Global 2	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core
American History	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>All teachers in grades 9-12 will receive a score based on the higher score of the NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core.</p> <p>Both the NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core will be administered to Algebra I students enrolled in Common Core courses. The higher score of the two tests administered will be used to determine SLO achievement.</p> <p>Twenty (20) points related to student achievement will be determined based on the percentage of students in the selected grades whose performance levels on the state assessments meet or exceed a district wide developed target, with all teachers in the school grouping receiving the same points.</p> <p>The HEDI points will be allocated based on the percentage of students meeting this target. (See uploaded file "HancockCSD_APPR2013v2_LOCAL_HEDI.docx")</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% or more of the students meet the basic minimum standards based on the above scoring criteria.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56% - 79% of the students meet the basic minimum standards based on the above scoring criteria.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	31- 55 % of the students meet the basic minimum standards based on the above scoring criteria.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 30% of the students meet the basic minimum standards based on the above scoring criteria.

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core
Earth Science	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core
Chemistry	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core
Physics	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core

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.	<p>All teachers in grades 9-12 will receive a score based on the higher score of the NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core.</p> <p>Both the NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core will be administered to Algebra I students enrolled in Common Core Courses. The higher score of the two tests administered will be used to determine SLO achievement.</p> <p>Twenty (20) points related to student achievement will be determined based on the percentage of students in the selected grades whose performance levels on a district wide developed target with all teachers in the school grouping receiving the same points.</p> <p>The HEDI points will be allocated based on the percentage of students meeting this target. (See uploaded file "HancockCSD_APPR2013v2_LOCAL_HEDI.docx"))</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% or more of the students meet the basic minimum standards based on the above scoring criteria.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56% - 79% of the students meet the basic minimum standards based on the above scoring criteria.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	31% - 55% of the students meet the basic minimum standards based on the above scoring criteria.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 30% of the students meet the basic minimum standards based on the above scoring criteria.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core
Geometry	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core
Algebra 2	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>All teachers in grades 9-12 will receive a score based on the higher score of the NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core.</p> <p>Both the NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core will be administered to Algebra I students enrolled in Common Core courses. The higher score of the two tests administered will be used to determine SLO achievement.</p> <p>Twenty (20) points related to student achievement will be determined based on the percentage of students in the selected grades whose performance levels on a district wide developed target with all teachers in the school grouping receiving the same points.</p> <p>The HEDI points will be allocated based on the percentage of students meeting this target. (See uploaded file "HancockCSD_APPR2013v2_LOCAL_HEDI.docx")</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	80% or more of the students meet the basic minimum standards based on the above scoring criteria.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	56% - 79% of the students meet the basic minimum standards based on the above scoring criteria.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	31% - 55% of the students meet the basic minimum standards based on the above scoring criteria.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0% - 30% of the students meet the basic minimum standards based on the above scoring criteria.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>All teachers in grades 9-12 will receive a score based on the higher score of the NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core.</p> <p>Both the NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core will be administered to Algebra I students enrolled in Common Core courses. The higher score of the two tests administered will be used to determine SLO achievement.</p> <p>Twenty (20) points related to student achievement will be determined based on the percentage of students in the selected</p>
---	---

grades whose performance levels on a district wide developed target with all teachers in the school grouping receiving the same points.

The HEDI points will be allocated based on the percentage of students meeting this target. (See uploaded file "HancockCSD\_APPR2013v2\_LOCAL\_HEDI.docx")

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

80% or more of the students meet the basic minimum standards based on the above scoring criteria.

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

56% - 79% of the students meet the basic minimum standards based on the above scoring criteria.

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

31% - 55% of the students meet the basic minimum standards based on the above scoring criteria.

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

0% - 30% of the students meet the basic minimum standards based on the above scoring criteria.

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All Other Teachers Not Named Above (9-12)	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core
All Other Teachers Not Named Above (5-8)	6(ii) School wide measure computed locally	NY State 5th, 6th, 7th, 8th grade math assessment
All Other Teachers Not Named Above (K-4)	6(ii) School wide measure computed locally	NY State 4th grade math assessment

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

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

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

All teachers in grades 9-12 will receive a score based on the higher score of the NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core. Both the NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core will be administered to Algebra I students enrolled in Common Core courses. The higher score of the two tests administered will be used to determine SLO achievement. Twenty (20) points related to student achievement will be determined based on the percentage of students in the selected grades whose performance levels on

the state assessments meet or exceed a district wide developed target with all teachers in the school grouping receiving the same points. The HEDI points will be allocated based on the percentage of students meeting this target. (See uploaded file "HancockCSD\_APPR2013\_LOCAL\_HEDI.docx")

All teachers of grades 5-8 will receive a score based on a school-wide measure of the NYS 5th, 6th, 7th, and 8th grade Math assessments. Twenty (20) points related to student achievement will be determined based on the percentage of students in the selected grades whose performance levels on the state assessment meet or exceed level 2, with all teachers in the school grouping receiving the same points. The HEDI points will be allocated based on the percentage of students meeting this target. Teachers of grades 5-8 will share the achievement results based on the average of the scores (percentage of students meeting or exceeding level 2) of the four assessments. (See uploaded file "HancockCSD\_APPR2013\_LOCAL\_HEDI.docx")

All teachers in grades K-4 will receive a score based on a school-wide measure of the NYS 4th grade Math assessment. Twenty (20) points related to student achievement will be determined based on the percentage of students in the selected grades whose performance levels on the state assessment meet or exceed level 2, with all teachers in the school grouping receiving the same points. The HEDI points will be allocated based on the percentage of students meeting this target. Teachers of grades K-4 will share the achievement results based on the NYS 4th grade Math assessment. (See uploaded file "HancockCSD\_APPR2013v2\_LOCAL\_HEDI.docx")

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

80% or more of the students meet the basic minimum standards based on the above scoring criteria.

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

56% - 79% of the students meet the basic minimum standards based on the above scoring criteria.

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

31% - 55% of the students meet the basic minimum standards based on the above scoring criteria.

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

0% - 30% of the students meet the basic minimum standards based on the above scoring criteria.

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

(No response)

### 3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/574885-y92vNseFa4/HancockCSD\_APPR\_LOCAL\_HEDI.pdf

### 3.14) Locally Developed Controls

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

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.

For teachers who span multiple BEDS groupings, an average of the HEDI points will determine a final point allocation. Standard rounding rules will apply.

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, November 22, 2013

---

### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	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)

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

For both tenured and probationary teachers, thirty-one (31) of the sixty (60) points for Other Measures of Effectiveness – a total of fifty-two percent (52%) – will be based on multiple – at least two (2) – classroom observations by the school principal, or other trained administrator, at least one (1) of which must be unannounced. Tenured teachers will receive at least two (2) classroom observations annually, one of which will be unannounced. Probationary teachers will have a minimum of three (3) classroom observations during the school year, one (1) of which will be unannounced.

The combined announced and unannounced classroom observations will be utilized to evaluate the teacher over a period of three years based on sixty-two (62) of the ninety-seven (97) indicators from the NYSUT Teacher Practice Rubric. Each year of a three-year cycle, roughly a third of the indicators will be assessed (e.g. year one: twenty (20) indicators, year two: twenty-one (21) indicators, year three: twenty-one (21) indicators.) (See uploaded file HancockCSD\_APPR2013\_Appendix\_M.docx.)

Each indicator will be scored with a number from 1 to 4 as outlined in the NYSUT Teacher Practice Rubric.

Announced classroom observations will seek to evaluate the teacher based on fifty-one (51) indicators from the NYSUT Teacher Practice Rubric while unannounced classroom observations will seek to evaluate the teacher based on eleven (11), as distributed amongst the three-year cycle.

For those indicators for which the assessment criteria may not be readily available or evident to the evaluator, such as those related to lesson planning, it will be incumbent upon the teacher to offer evidence of successful achievement. For those indicators that may not be fully developed or readily observable in one of the observations, the teacher will have the opportunity to provide evidence through additional means, referred to as an "extended post observation conference." These additional means must be submitted by the teacher no later than the last Monday of April.

Twenty-nine (29) of the sixty (60) points for Other Measures of Effectiveness will be based on indicators on the NYSUT Teacher Practice Rubric that will be assessed through a teacher's Evidence Binder of collected evidence of achievement. Twelve (12) of the points will be based on seven (7) of the indicators classified as Professional Practice; Seventeen (17) points will be based on twenty-eight (28) of the indicators classified as Professional Responsibilities.

#### Three-Year View

Over the course of three years, each teacher will be evaluated based on the ninety-seven (97) indicators on the NYSUT Teacher Practice Rubric. Each indicator will be scored with a number from 1 to 4 as outlined in the NYSUT Teacher Practice Rubric. In each school year, the evaluator must utilize indicators that represent each of the seven NYS Teaching Standards. Appendix M offers a three-year breakdown of the indicators. This plan will determine which indicators will be the focus in an evaluation each year. However, if the evaluator sees evidence of an indicator that is not a focus for that year, the evaluator will use that indicator in the evaluation as well.

Each year, data collection will be finalized by an agreed upon date between the Hancock Central School District and the Hancock Teacher Association (HTA).

For each of the four components focused on tenured teachers (5 for probationary teachers), the evaluator will arrive at a mean average score for each observation, based on the individual indicator scores (1-4). The component scores will then be weighted based on the chart below and combined. The final score will be rounded to the nearest tenth and mapped to the NYSUT HEDI conversion chart. Standard rules of rounding will apply; however, in no case may rounding cause the score to move up into the next highest HEDI band.

#### Tenured Teachers

Announced Observation - 32%  
Unannounced Observation - 20%  
Professional Practices - 20%  
Professional Responsibilities - 28%

#### Probationary Teachers

1st Announced Observation - 18%  
Unannounced Observation - 16%  
2nd Announced Observation - 18%  
Professional Practices - 20%  
Professional Responsibilities - 28%

The weighted, combined, rounded average will then be used to determine the "other 60" by mapping it to the NYSUT HEDI conversion chart (See uploaded file, HancockCSD\_APPR2013\_Appendix\_M). The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point values.

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.

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.	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 and responsibilities.
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?

- Not Applicable

### 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?

- Not Applicable

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Sunday, September 22, 2013

---

## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

# 6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Monday, November 18, 2013

---

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/12193/574888-Df0w3Xx5v6/HancockCSD\\_APPR2013\\_Appendix\\_F.docx](assets/survey-uploads/12193/574888-Df0w3Xx5v6/HancockCSD_APPR2013_Appendix_F.docx)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process:

The grounds for appeal are enumerated in education law section 3012-c. A teacher may challenge the overall rating (Ineffective only) on the summative evaluation or an unsatisfactory rating on a 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.

- The teacher must submit to the evaluator (building principal or director of pupil personnel or equivalent) additional information specific to the point of disagreement in writing no later than ten (10) working days of receipt of the summative evaluation or the unsatisfactory improvement plan. Such written response will 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 will cease and the evaluation score will be revised. If the challenge is denied, the decision of the evaluator may be appealed to the superintendent of schools.
- If the challenge is appealed, the challenge, together with the record, must be forwarded to the superintendent of schools for review no later than five (5) working days of the meeting.
- No later than five (5) working days of receiving the written challenge, the superintendent will 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 of schools may interview the teacher and/or the evaluator (principal or director of pupil personnel).
- If the challenge is upheld, then the evaluation score will be revised.
- If the challenge is denied, the superintendent of school's decision will state the reasons for the denial.
- The decision of the superintendent of schools will be final.

The appeals process will be timely and expeditious in accordance with Education Law §3012-c .

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

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

Any evaluator who participates in the evaluation of teachers or principals for the purpose of determining an APPR rating will be fully trained and/or certified as required by Education Law §3012-c and the 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 of at least 20 hours per year that meets the minimum requirements prescribed in Chapter 103 and Section 30-2.9 of the regulations thereunder. Such training will include application and use of the State-approved teacher practice rubric(s) selected by the district for use in evaluations. Training for lead evaluators will include the following required topics:

- New York State Teaching Standards and International SSLC Standards
- Evidence-based observation
- Application and use of Student Growth Percentile and Value Added Growth Model data
- Application and use of the NYSED-approved teacher or principal rubrics
- Application and use of any and all assessment tools used to evaluate teachers and principals
- Application and use of NYSED-approved locally selected measures of student achievement
- Use of Statewide Instructional Reporting System
- Scoring methodology used to evaluate teachers and principals
- Specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

Once an evaluator has successfully completed a training course meeting the minimum requirements prescribed in the law and

regulations, he/she will be deemed to be certified by the district as a lead evaluator. Recertification will occur annually.

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 NYSED Teaching Standards (teachers) or ISLLC Standards (principal), the NYSUT Teacher Practice Rubric (teachers) or Marzano's 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 thirty (30) calendar days of the beginning of each subsequent school year for newly hired staff.

Teacher training will include rubric-specific training provided by NYSUT and evidence-based evaluation methods training provided by DCMO BOCES. Representatives from the Teachers Association and the District will jointly conduct additional/turnkey training for teachers. Principal training will include training provided by NYSUT on the NYSUT Teacher Practice Rubric, training in Marzano's School Administrator 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 (3) 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 on an annual basis. Specifically, to maintain the acceptable standard of inter-rate 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, e.g. homework assignments, projects, quizzes, and parental letters, reports, etc. 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 NYSED approved rubrics. Finally, the district will work 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 Tuesday, April 30, 2013

Updated Sunday, September 22, 2013

## Page 1

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

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

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

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

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

PK-4
5-12
(No response)

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

Please check the boxes below:

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

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

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

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

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	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 assigning points to a principal's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

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

(No response)

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, November 12, 2013

---

## Page 1

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
5-12	(a) achievement on State assessments	NYS Integrated Algebra Regents and the NYS Regents Examination in Algebra I Common Core
PK-4	(a) achievement on State assessments	NYS 4th grade math 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.	<p>For the principal of the PK-4, the district will set achievement targets based on the NYS 4th grade math assessment.</p> <p>For 5-12, the principal in collaboration with the superintendent will set an achievement target using baseline data. Based on the percentage of students meeting or exceeding the achievement target, a corresponding 0-20 HEDI score will result (0-15, once value added is implemented). The NYS Integrated Algebra Regents will be administered in addition to the NYS Common Core Algebra Regents to students receiving common core instruction. The higher of the two scores will be used.</p>
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 85% 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 75-84% 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 65-74% 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 65% 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/12190/574890-qBFVOWF7fC/HancockCSD\_APPR\_PRINCIPALS\_HEDI.pdf

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

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

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

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

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

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 Tuesday, April 30, 2013

Updated Tuesday, October 22, 2013

---

## Page 1

### 9.1) Principal Practice Rubric

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

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

Marzano's School Administrator Rubric

(No response)

### 9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)
--	---------------

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

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

9.4) Sources of Evidence (if applicable)   Structured feedback from teachers using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)   Structured feedback from students using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)   Structured feedback from families using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)   School visits by other trained evaluators	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)   Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
---	---------------

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

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
---	---------------

K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
--	---------------

K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
---	---------------

K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
--	---------------

K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
---	---------------

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

The 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.

Each indicator will be rated on a scale of 1-4, based on the Marzano scoring. 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 and combined 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, combined, rounded average will then be used to determine the "other 60" by mapping it to the Principal's HEDI conversion chart (See uploaded file, HancockCSD\_APPR2013\_Appendix\_G.) The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value. HEDI points will be reported in whole numbers. Standard rounding rules will apply. Rounding rules will not result in movement between HEDI categories.

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

assets/survey-uploads/12205/574891-pMADJ4gk6R/HancockCSD\_APPR2013\_Appendix\_G.docx

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

Highly Effective: Overall performance and results exceed standards.	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, April 30, 2013

Updated Monday, July 29, 2013

---

## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

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

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

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

**Overall Composite Score**  
**Highly Effective**  
**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Monday, November 18, 2013

---

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/574893-Df0w3Xx5v6/HancockCSD\\_APPR\\_Principals\\_PIP.pdf](assets/survey-uploads/12168/574893-Df0w3Xx5v6/HancockCSD_APPR_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:

If the principal disagrees with the annual performance evaluation, he or she 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 ineffective summative evaluation composite score or the unsatisfactory improvement plan. Such written response will become part of the appraisal record and will be attached to the summative evaluation. The grounds for appeal by the principal are in accordance with Educational Law 3012-c.

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, must be forwarded by the principal to the supervisor of the evaluator (superintendent or designee) within five (5) working days of the meeting. Within five (5) working days of receiving the written challenge, the supervisor of the evaluator (superintendent or designee) will 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 of Lead Evaluators and Evaluators and Certification of Lead Evaluators

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

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.

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 of at least twenty (20) hours, 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. Recertification will be annually.

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Friday, November 22, 2013

---

### Page 1

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

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

[assets/survey-uploads/12158/574894-3Uqgn5g9Iu/November 2013 HCS APPR Certification.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

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

## Hancock CSD APPR

### Local Value Added HEDI Bands

Highly Effective	15	90-100%
	14	80-89%
Effective	13	75-79%
	12	71-74%
	11	66-70%
	10	61-65%
	9	56-60%
	8	51-55%
Developing	7	50%
	6	46-49%
	5	41-45%
	4	36-40%
	3	31-35%
Ineffective	2	21-30%
	1	11-20%
	0	0-10%

# Hancock CSD APPR

## Local HEDI Bands

<b>Highly Effective</b>	<b>20</b>	<b>95-100%</b>
	<b>19</b>	<b>90-94%</b>
	<b>18</b>	<b>80-89%</b>
<b>Effective</b>	<b>17</b>	<b>79%</b>
	<b>16</b>	<b>78%</b>
	<b>15</b>	<b>77%</b>
	<b>14</b>	<b>76%</b>
	<b>13</b>	<b>75%</b>
	<b>12</b>	<b>71-74%</b>
	<b>11</b>	<b>65-70%</b>
	<b>10</b>	<b>61-64%</b>
	<b>9</b>	<b>56-60%</b>
<b>Developing</b>	<b>8</b>	<b>51-55%</b>
	<b>7</b>	<b>50%</b>
	<b>6</b>	<b>46-49%</b>
	<b>5</b>	<b>41-45%</b>
	<b>4</b>	<b>36-40%</b>
	<b>3</b>	<b>31-35%</b>
<b>Ineffective</b>	<b>2</b>	<b>21-30%</b>
	<b>1</b>	<b>11-20%</b>
	<b>0</b>	<b>0-10%</b>

## Hancock CSD APPR Plan

### Appendix M: NYSUT Teacher Practice Rubric Indicator Breakdown and HEDI Conversion Chart

*Indicators are observable over three (3) years.  
(A)= Announced Observation; (U) = Unannounced Observation;  
(PP) = Professional Practices; (PR) = Professional Responsibilities*

Each indicator will be scored with a number from 1 to 4 as outlined in the NYSUT Teacher Practice Rubric.

	Year 1	Year 2	Year 3
<b>Standard I</b>	<b>Knowledge of Students and Student Learning</b>		
	1.A. Describes developmental characteristics of students. (A)	1.B. Creates developmentally appropriate lessons. (A)	2.B. Uses current research. (A)
	2.A. Uses strategies to support learning and language acquisition. (A)	3.A. Meets diverse learning needs of each student. (A)	3.B. Plans for student strengths, interests, and experiences. (A)
	4.A. Communicates with parents, guardians, and/or caregivers. (PP)	5.A. Incorporates the knowledge of school community and environmental factors. (A)	5.B. Incorporates multiple perspectives. (A)
			6.A Understands technological literacy (A)
<b>Standard II</b>	<b>Knowledge of Content and Instructional Planning</b>		
	1.D. Understands learning standards. (A)	1.A Understands key concepts and themes in the discipline. (A)	1.C. Uses current developments in pedagogy and content. (A)
	2.B. Incorporates individual and collaborative critical thinking and problem solving. (A)	1.B. Understands key disciplinary language. (A)	2.C. Incorporates disciplinary and cross disciplinary learning experiences. (A)
	3.B. Designs learning experiences that connect to students' life experiences. (A)	2.A. Incorporates diverse social and cultural perspectives. (A)	5.A. Designs instruction using current levels of student understanding. (A)
	4.A Aligns learning standards. (A)	3.A Designs instruction to meet diverse learning needs of students. (A)	5.B. Designs learning experiences using prior knowledge. (A)
	6.A. Organizes physical space. (A)	4.B. Articulates learning objectives/goals with learning standards. (A)	3.C. Designs self-directed learning experiences. (A)
	6.D. Selects materials and resources. (A)	6.B. Incorporates technology. (A)	6.C. Organizes time. (A)

## Hancock CSD APPR Plan

	Year 1	Year 2	Year 3
<b>Standard III</b>	<b>Instructional Practice</b>		
	1.A. Aligns instruction to standards. (U)	1.B. Uses research-based instruction. (A)	2.C. Responds to students. (A)
	2.A. Provides directions and procedures. (U)	1.C. Engages students. (A)	2.D. Communicates content. (A)
	3.A. Establishes high expectations. (A)	2.B. Uses questioning techniques. (A)	3.C. Implements challenging learning experiences. (A)
	4.A. Differentiates instruction. (A)	3.B. Articulates measures of success. (A)	4.B. Implements strategies for mastery of learning outcomes. (A)
	5.B. Provides synthesis, critical thinking, and problem-solving. (A)	5.A. Provides opportunities for collaboration. (A)	6.C. Adjusts pacing. (U)
	6.A. Uses formative assessment. (A)	6.B. Provides feedback during and after instruction. (U)	
<b>Standard IV</b>	<b>Learning Environment</b>		
	1.A. Interactions with students. (A)	2.A. Establishes high expectations for achievement. (U)	1.C. Reinforces positive interactions among students. (U)
	1.B. Supports student diversity. (A)	2.B. Promotes student curiosity and enthusiasm (U)	2.C. Promotes student pride in work and accomplishments. (U)
	3.A. Establishes expectations for student behavior. (U)	3.B. Establishes routines, procedures and transitions. (A)	3.C. Establishes instructional groups. (A)
	4.A. Organizes the physical environment. (A)	4.B. Manages volunteers and/or paraprofessionals. (U)	4.C. Establishes classroom safety. (U)
<b>Standard V</b>	<b>Assessment for Student Learning</b>		
	1.C. Aligns assessments to learning goals. (A)	1.B. Measures and records student achievement. (A)	1.A. Uses assessments to establish learning goals and inform instruction. (PP)
	1.D. Implements testing accommodations. (PR)	2.B. Uses assessment data to set goals and provide feedback to students. (PR)	2.C. Engages students in self-assessment. (A)
	2.A. Analyzes assessment data. (PR)	4.B. Establishes an assessment system. (PR)	3.A. Assesses and interprets assessments. (PR)
	4.A. Understands assessment measures and grading procedures. (PR)	5.B. Provides preparation and practice. (A)	5.C. Provides assessment skills and strategies. (A)
	5.A. Communicates purposes and criteria. (A)		

## Hancock CSD APPR Plan

	Year 1	Year 2	Year 3
<b>Standard VI</b>	<b>Professional Responsibilities and Collaboration</b>		
	1.A. Demonstrates ethical, professional behavior. (PR)	1.B. Advocates for students' needs. (PR)	1.D. Completes training to comply with state and local requirements and jurisdictions. (PR)
	3.A. Engages families (PP)	1.C. Demonstrates ethical use of information and information technology. (PP)	2.C. Collaborates with the larger community. (PR)
	2.A. Supports the school as an organization with a mission and a vision. (PR)	2.B. Participates on an instructional team. (PR)	4.A. Maintains records. (PR)
	4.C. Maintains classroom and school resources and materials. (PR)	3.B. Communicates student performance. (PP)	4.D. Participates in school and district events. (PR)
	5.A. Communicates policies. (PP)	4.B. Manages time and attendance. (PR)	5.D. Adheres to policies and contractual obligations. (PR)
	5.B. Maintains confidentiality. (PR)	5.C. Reports concerns. (PR)	5.E. Accesses resources. (PP)
<b>Standard VII</b>	<b>Professional Growth</b>		
	2.A. Sets goals (PR)	1.A. Reflects on evidence of student learning. (PR)	1.B. Reflects on biases. (PR)
	3.B. Collaborates. (PR)	2.B. Engages in professional growth. (PR)	1.C. Plans professional growth. (PR)
		4.A. Accesses professional membership and resources. (PR)	3.A. Gives and receives constructive feedback. (PR)
			4.B. Expands knowledge base. (PR)

## Hancock CSD APPR Plan

### NYSUT Teacher Practice Rubric's HEDI Conversion Chart

AVG	SCORE	HEDI
1.000	0	Ineffective
1.008	1	Ineffective
1.017	2	Ineffective
1.025	3	Ineffective
1.033	4	Ineffective
1.042	5	Ineffective
1.050	6	Ineffective
1.058	7	Ineffective
1.067	8	Ineffective
1.075	9	Ineffective
1.083	10	Ineffective
1.092	11	Ineffective
1.100	12	Ineffective
1.108	13	Ineffective
1.115	14	Ineffective
1.123	15	Ineffective
1.131	16	Ineffective
1.138	17	Ineffective
1.146	18	Ineffective
1.154	19	Ineffective
1.162	20	Ineffective
1.169	21	Ineffective
1.177	22	Ineffective
1.185	23	Ineffective
1.192	24	Ineffective
1.200	25	Ineffective
1.208	26	Ineffective
1.217	27	Ineffective
1.225	28	Ineffective

## Hancock CSD APPR Plan

<b>AVG</b>	<b>SCORE</b>	<b>HEDI</b>
1.233	29	Ineffective
1.242	30	Ineffective
1.250	31	Ineffective
1.258	32	Ineffective
1.267	33	Ineffective
1.275	34	Ineffective
1.283	35	Ineffective
1.292	36	Ineffective
1.300	37	Ineffective
1.308	38	Ineffective
1.317	39	Ineffective
1.325	40	Ineffective
1.333	41	Ineffective
1.342	42	Ineffective
1.350	43	Ineffective
1.358	44	Ineffective
1.367	45	Ineffective
1.375	46	Ineffective
1.383	47	Ineffective
1.392	48	Ineffective
1.400	49	Ineffective
1.500	50	Developing
1.600	50.7	Developing
1.700	51.4	Developing
1.800	52.1	Developing
1.900	52.8	Developing
2.000	53.5	Developing
2.100	54.2	Developing
2.200	54.9	Developing
2.300	55.6	Developing
2.400	56.3	Developing
2.500	57	Effective

## Hancock CSD APPR Plan

<b>AVG</b>	<b>SCORE</b>	<b>HEDI</b>
2.600	57.2	Effective
2.700	57.4	Effective
2.800	57.6	Effective
2.900	57.8	Effective
3.000	58	Effective
3.100	58.2	Effective
3.200	58.4	Effective
3.300	58.6	Effective
3.400	58.8	Effective
3.500	59	Highly Effective
3.600	59.3	Highly Effective
3.700	59.5	Highly Effective
3.800	59.8	Highly Effective
3.900	60	Highly Effective
4.000	60	Highly Effective

**Hancock CSD APPR Plan**

**Appendix F:  
Hancock CSD Improvement Plan Form 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.

## Hancock CSD APPR Plan

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

## Hancock CSD APPR

### Principals' Local Value Added HEDI Bands

Highly Effective	15	91-100%
	14	85-90%
Effective	13	84%
	12	83%
	11	81-82%
	10	79-80%
	9	77-78%
	8	75-76%
Developing	7	73-74%
	6	71-72%
	5	69-70%
	4	67-68%
	3	65-66%
Ineffective	2	46-64%
	1	26-45%
	0	0-25%

### Principals' Local HEDI Bands

Highly Effective	20	96-100%
	19	91-95%
	18	85-90%
Effective	17	84%
	16	83%
	15	82%
	14	81%
	13	80%
	12	79%
	11	78%
	10	77%
	9	75-76%
Developing	8	74%
	7	73%
	6	71-72%
	5	69-70%
	4	67-68%
	3	65-66%
Ineffective	2	46-64%
	1	26-45%
	0	0-25%

## Hancock CSD APPR Plan

### Appendix G: HEDI Conversion Chart for Principals

AVG	SCORE	HEDI
0.00	0	Ineffective
1.000	0	Ineffective
1.008	1	Ineffective
1.017	2	Ineffective
1.025	3	Ineffective
1.033	4	Ineffective
1.042	5	Ineffective
1.050	6	Ineffective
1.058	7	Ineffective
1.067	8	Ineffective
1.075	9	Ineffective
1.083	10	Ineffective
1.092	11	Ineffective
1.100	12	Ineffective
1.108	13	Ineffective
1.115	14	Ineffective
1.123	15	Ineffective
1.131	16	Ineffective
1.138	17	Ineffective
1.146	18	Ineffective
1.154	19	Ineffective
1.162	20	Ineffective
1.169	21	Ineffective
1.177	22	Ineffective
1.185	23	Ineffective
1.192	24	Ineffective
1.200	25	Ineffective
1.208	26	Ineffective

## Hancock CSD APPR Plan

AVG	SCORE	HEDI
1.217	27	Ineffective
1.225	28	Ineffective
1.233	29	Ineffective
1.242	30	Ineffective
1.250	31	Ineffective
1.258	32	Ineffective
1.267	33	Ineffective
1.275	34	Ineffective
1.283	35	Ineffective
1.292	36	Ineffective
1.300	37	Ineffective
1.308	38	Ineffective
1.317	39	Ineffective
1.325	40	Ineffective
1.333	41	Ineffective
1.342	42	Ineffective
1.350	43	Ineffective
1.358	44	Ineffective
1.367	45	Ineffective
1.375	46	Ineffective
1.383	47	Ineffective
1.392	48	Ineffective
1.400	49	Ineffective
1.500	50	Developing
1.600	50.7	Developing
1.700	51.4	Developing
1.800	52.1	Developing
1.900	52.8	Developing
2.000	53.5	Developing
2.100	54.2	Developing

## Hancock CSD APPR Plan

2.200	54.9	Developing
<b>AVG</b>	<b>SCORE</b>	<b>HEDI</b>
2.300	55.6	Developing
2.400	56.3	Developing
2.500	57	Effective
2.600	57.2	Effective
2.700	57.4	Effective
2.800	57.6	Effective
2.900	57.8	Effective
3.000	58	Effective
3.100	58.2	Effective
3.200	58.4	Effective
3.300	58.6	Effective
3.400	58.8	Effective
3.500	59	Highly Effective
3.600	59.3	Highly Effective
3.700	59.5	Highly Effective
3.800	59.8	Highly Effective
3.900	60	Highly Effective
4.000	60	Highly Effective

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

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

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

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

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

**Signatures, dates**

Superintendent Signature:      Date:

*Thomas P. D'Amico*      11/22/13

Teachers Union President Signature:      Date:

*Kristy A White*      11/22/13

Administrative Union President Signature:      Date:

*Paul Jay*      11/22/13

Board of Education President Signature:      Date:

*Joe White*      11/22/13