



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
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January 3, 2013

Donna J. Fountain, Superintendent
Hannibal Central School District
928 Cayuga Street
Hannibal, NY 13074

Dear Superintendent Fountain:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Christopher Todd

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

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

Annual Professional Performance Reviews: 2012-13

Created Saturday, November 10, 2012

Updated Thursday, December 20, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 460701040000

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

460701040000

1.2) School District Name: HANNIBAL CSD

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

HANNIBAL CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, November 08, 2012

Updated Wednesday, January 02, 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 for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent. NYSED will provide a HEDI subcomponent rating category and score from 0 to 20 points.

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Teachers and their building administrator will collaboratively develop SLO's based on their student
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	rosters using available baseline data. Appropriate rigorous targets will be set for each SLO. After the summative assessment is administered and scored, the teacher and building administrator determine the percentage of students who met the differentiated targets, based on each SLO. After this percentage is determined the attached chart will be used to determine the appropriate HEDI category for each teacher. Because our K-3 teachers are common branch, the points assigned for the ELA and Math SLO's will be averaged to determine the amount of comparable growth measures subcomponent points and HEDI rating. See 2.11 upload to see how a teacher can earn each point.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students meet target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-84% of students meet target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55-64% of students meet target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-54% of students meet target

2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building administrator will collaboratively develop SLO's based on their student rosters using available baseline data. Appropriate rigorous targets will be set for each SLO. After the summative assessment is administered and scored, the teacher and building administrator determine the percentage of students who met the differentiated targets, based on each SLO. After this percentage is determined the attached chart will be used to determine the appropriate HEDI category for each teacher. Because our K-3
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teachers are common branch, the points assigned for the ELA and Math SLO's will be averaged to determine the amount of comparable growth measures subcomponent points and HEDI rating. See 2.11 upload to see how a teacher can earn each point.

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

85-100% of students meet target

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

65-84% of students meet target

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

55-64% of students meet target

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

0-54% of students meet target

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	Hannibal CSD District Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Oswego-Herkimer BOCES Developed Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

Teachers and their building administrator will collaboratively develop SLO's based on their student rosters using available baseline data. Appropriate rigorous targets will be set for each SLO. After the summative assessment is administered and scored, the teacher and building administrator determine the percentage of students who met the differentiated targets, based on each SLO. After this percentage is determined the attached chart will be used to determine the appropriate HEDI category for each teacher. Grade 5 and 6 Science teachers do not receive a growth score from the state. See 2.11 upload to see how a teacher can earn each point.

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

85-100% of students meet target

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-84% of students meet target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55-64% of students meet target
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-54% of students meet target

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	Oswego-Herkimer BOCES Developed Grade 6 SS Assessment
7	District, regional or BOCES-developed assessment	Oswego-Herkimer BOCES Developed Grade 7 SS Assessment
8	District, regional or BOCES-developed assessment	Oswego-Herkimer BOCES Developed Grade 8 SS Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building administrator will collaboratively develop SLO's based on their student rosters using available baseline data. Appropriate rigorous targets will be set for each SLO. After the summative assessment is administered and scored, the teacher and building administrator determine the percentage of students who met the differentiated targets, based on each SLO. After this percentage is determined the attached chart will be used to determine the appropriate HEDI category for each teacher. Grade 5 and 6 Social Studies teachers do not receive a growth score from the state. See 2.11 upload to see how a teacher can earn each point.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	55-64% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-54% of students meet target

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	Hannibal CSD Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building administrator will collaboratively develop SLO's based on their student rosters using available baseline data. Appropriate rigorous targets will be set for each SLO. After the summative assessment is administered and scored, the teacher and building administrator determine the percentage of students who met the differentiated targets, based on each SLO. After this percentage is determined the attached chart will be used to determine the appropriate HEDI category for each teacher. See 2.11 upload to see how a teacher can earn each point.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	55-64% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-54% of students meet target

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building administrator will collaboratively develop SLO's based on their student rosters using available baseline data. Appropriate rigorous targets will be set for each SLO. After the summative assessment is administered and scored, the teacher and building administrator determine the percentage of students who met the differentiated targets, based on each SLO. After this percentage is determined the attached chart will be used to determine the appropriate HEDI category for each teacher. See 2.11 upload to see how a teacher can earn each point.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	55-64% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-54% of students meet target

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building administrator will collaboratively develop SLO's based on their student rosters using available baseline data. Appropriate rigorous targets will be set for each SLO. After the summative assessment is administered and scored, the teacher and building administrator determine the percentage of students who met the differentiated targets, based on
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each SLO. After this percentage is determined the attached chart will be used to determine the appropriate HEDI category for each teacher. See 2.11 upload to see how a teacher can earn each point.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	55-64% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-54% of students meet target

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	Hannibal CSD Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Hannibal CSD Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive ELA Regents

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

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.

Teachers and their building administrator will collaboratively develop SLO's based on their student rosters using available baseline data. Appropriate rigorous targets will be set for each SLO. After the summative assessment is administered and scored, the teacher and building administrator determine the percentage of students who met the differentiated targets, based on each SLO. After this percentage is determined the attached chart will be used to determine the appropriate HEDI category for each teacher. See 2.11 upload to see how a teacher can earn each point.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	55-64% of students meet target

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

0-54% of students meet target

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
Art K-2	School/BOCES-wide/group/team results based on State	NYS ELA Assessments Gr. 3 and Gr. 4
Art 3-4	District, Regional or BOCES-developed	Oswego-Herkimer BOCES developed Grade Specific Elementary Art Assessment
Music K-4	School/BOCES-wide/group/team results based on State	NYS ELA Assessments Gr. 3 and Gr. 4
Music 9-12	District, Regional or BOCES-developed	Oswego-Herkimer BOCES developed Course Specific Music Assessment
Physical Education K-12	District, Regional or BOCES-developed	Oswego-Herkimer BOCES developed Grade Specific PE Assessment
Art 5-8	School/BOCES-wide/group/team results based on State	NYS ELA Assessments in Gr. 6 and Gr 7
Art 9-12	School/BOCES-wide/group/team results based on State	NYS Comprehensive ELA Regents
Grade 5 Science	School/BOCES-wide/group/team results based on State	NYS Grade 5 ELA
Grade 5 SS	School/BOCES-wide/group/team results based on State	NYS Grade 5 ELA
K-4 Reading Teachers	School/BOCES-wide/group/team results based on State	NYS Assessments in ELA for Grades 3 and 4
Grade 5 and 6 Reading Teacher	School/BOCES-wide/group/team results based on State	NYS Assessments in ELA for Grades 5 and 6
Grade 7-8 Academic Intervention	School/BOCES-wide/group/team results based on State	NYS Assessments in ELA and Math for Grades 7 and 8
Spanish	District, Regional or BOCES-developed	Oswego-Herkimer BOCES-developed Course Specific Spanish Assessment
Middle School Health	District, Regional or BOCES-developed	Oswego-Herkimer BOCES developed MS Health Assessment
Middle School Technology	School/BOCES-wide/group/team results based on State	NYS ELA Assessments for Grades 6 and 7
Middle School Computers	School/BOCES-wide/group/team results based on State	NYS ELA Assessments for Grades 6 and 7
	District, Regional or BOCES-developed	
	District, Regional or BOCES-developed	
	School/BOCES-wide/group/team results based on State	

School/BOCES-wide/group/team results based on State

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

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.	Teachers and their building administrator will collaboratively develop SLO's based on their student rosters using available baseline data. Appropriate rigorous targets will be set for each SLO. After the summative assessment is administered and scored, the teacher and building administrator determine the percentage of students who met the differentiated targets, based on each SLO. After this percentage is determined the attached chart will be used to determine the appropriate HEDI category for each teacher. Teachers' growth measured by multiple assessments will be averaged to determine the amount of comparable growth measures subcomponent points and HEDI rating. See 2.11 upload to see how a teacher can earn each point.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students meet target
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students meet target
Developing (3 - 8 points) Results are below District goals for similar students.	55-64% of students meet target
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-54% of students meet target

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/223737-TXEttx9bQW/2.11 HEDI Table Teacher Growth 20.docx

2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: student prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Gr 4 ELA, NYS Gr 4 Math, NYS Gr 4 Science
5	6(ii) School wide measure computed locally	NYS ELA Gr 5, NYS Gr 5 Math, NYS Gr 8 Science

6	6(ii) School wide measure computed locally	NYS Gr 6 ELA, NYS Gr 6 Math, NYS Gr 8 Science
7	6(ii) School wide measure computed locally	NYS Gr 7 ELA, NYS Gr 7 Math, NYS Gr 8 Science
8	6(ii) School wide measure computed locally	NYS Gr 8 ELA, NYS Gr 8 Math, NYS Gr 8 Science

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.	All teachers in Gr 4-8 ELA shall be evaluated based upon the NYS Assessment performance of students based on the ELA, mathematics and science assessments in grades 4-8. Teachers shall receive a score from 0-15 based upon the calculation of a subcomponent score utilizing a percentage of overall student achievement based upon student performance on the respective grade level NYS assessments. Teacher combined performance is illustrated below: Formula for computing HEDI points: For a 15 point scale: (# students scoring 2,3,4)+ (# students scoring 3,4) X 7.5 divided by # students tested. Scores will be rounded to the nearest whole number.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are a 14 or 15 all teachers receive that many points and a rating of highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are an 8, 9, 10, 11, 12,13 all teachers receive that many points and a rating of effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 3, 4, 5, 6, 7 all teachers receive that many points and a rating of developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 0, 1, or 2 all teachers receive that many points and a rating of ineffective.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS Gr 4 ELA, NYS Gr 4 Math, NYS Gr 4 Science
5	6(ii) School wide measure computed locally	NYS ELA Gr 5, NYS Gr 5 Math, NYS Gr 8 Science

6	6(ii) School wide measure computed locally	NYS Gr 6 ELA, NYS Gr 6 Math, NYS Gr 8 Science
7	6(ii) School wide measure computed locally	NYS Gr 7 ELA, NYS Gr 7 Math, NYS Gr 8 Science
8	6(ii) School wide measure computed locally	NYS Gr 8 ELA, NYS Gr 8 Math, NYS Gr 8 Science

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.	All teachers in Gr 4-8 Math shall be evaluated based upon the NYS Assessment performance of students based on the ELA, mathematics and science assessments in grades 4-8. Teachers shall receive a score from 0-15 based upon the calculation of a subcomponent score utilizing a percentage of overall student achievement based upon student performance on the respective grade level NYS assessments. Teacher combined performance is illustrated below: Formula for computing HEDI points: For a 15 point scale: (# students scoring 2,3,4)+ (# students scoring 3,4) X 7.5 divided by # students tested. Scores will be rounded to the nearest whole number.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are a 14 or 15 all teachers receive that many points and a rating of highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are an 8, 9, 10, 11, 12,13 all teachers receive that many points and a rating of effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 3, 4, 5, 6, 7 all teachers receive that many points and a rating of developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 0, 1, or 2 all teachers receive that many points and a rating of ineffective.

3.3) HEDI Tables or Graphics

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

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Gr 4 ELA, NYS Gr 4 Math, NYS Gr 4 Science
1	6(ii) School-wide measure computed locally	NYS Gr 4 ELA, NYS Gr 4 Math, NYS Gr 4 Science
2	6(ii) School-wide measure computed locally	NYS Gr 4 ELA, NYS Gr 4 Math, NYS Gr 4 Science
3	6(ii) School-wide measure computed locally	NYS Gr 4 ELA, NYS Gr 4 Math, NYS Gr 4 Science

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers K-3 ELA shall be evaluated based upon the NYS Assessment performance of students, in the school where the teachers teach. The student performance will be based on the ELA, mathematics and science assessments in grade 4 in the respective elementary school. Teachers shall receive a score from 0-20 based upon the calculation of a subcomponent score utilizing a percentage of overall student achievement based upon student performance on the respective grade level NYS assessments. Teacher combined performance is illustrated below: Formula for computing HEDI points: For a 20 point scale: (# students scoring 2,3,4)+ (# students scoring 3,4) X 10 divided by # students tested. Scores will be rounded to the nearest whole number.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 18, 19, 20 all teachers receive that many points and a rating of highly effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 9, 10, 11, 12, 13, 14, 15, 16, or 17 all teachers receive that many points and a rating of effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 3, 4, 5, 6, 7, or 8 all teachers receive that many points and a rating of developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 0, 1 or 2 all teachers receive that many points and a rating of ineffective.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS Gr 4 ELA, NYS Gr 4 Math, NYS Gr 4 Science
1	6(ii) School-wide measure computed locally	NYS Gr 4 ELA, NYS Gr 4 Math, NYS Gr 4 Science
2	6(ii) School-wide measure computed locally	NYS Gr 4 ELA, NYS Gr 4 Math, NYS Gr 4 Science
3	6(ii) School-wide measure computed locally	NYS Gr 4 ELA, NYS Gr 4 Math, NYS Gr 4 Science

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers K-3 Math shall be evaluated based upon the NYS Assessment performance of students, in the school where the teachers teach. The student performance will be based on the ELA, mathematics and science assessments in grade 4 in the respective elementary school. Teachers shall receive a score from 0-20 based upon the calculation of a subcomponent score utilizing a percentage of overall student achievement based upon student performance on the respective grade level NYS assessments. Teacher combined performance is illustrated below: Formula for computing HEDI points: For a 20 point scale: (# students scoring 2,3,4)+ (# students scoring 3,4) X 10 divided by # students tested. Scores will be rounded to the nearest whole number.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 18, 19, 20 all teachers receive that many points and a rating of highly effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 9, 10, 11, 12, 13, 14, 15, 16, or 17 all teachers receive that many points and a rating of effective.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 3, 4, 5, 6, 7, or 8 all teachers receive that many points and a rating of developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 0, 1 or 2 all teachers receive that many points and a rating of ineffective.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS Gr 6 ELA, NYS Gr 6 Math, NYS Gr 8 Science
7	6(ii) School wide measure computed locally	NYS Gr 7 ELA, NYS Gr 7 Math, NYS Gr 8 Science
8	6(ii) School wide measure computed locally	NYS Gr 8 ELA, NYS Gr 8 Math, NYS Gr 8 Science

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers Gr 6-8 Science shall be evaluated based upon the NYS Assessment performance of students, in the school where the teachers teach. The student performance will be based on the ELA, mathematics and science assessments in the respective school. Teachers shall receive a score from 0-20 based upon the calculation of a subcomponent score utilizing a percentage of overall student achievement based upon student performance on the respective grade level NYS assessments. Teacher combined performance is illustrated below: Formula for computing HEDI points: For a 20 point scale: (# students scoring 2,3,4)+ (# students scoring 3,4) X 10 divided by # students tested. Scores will be rounded to the nearest whole number.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 18, 19, 20 all teachers receive that many points and a rating of highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 9, 10, 11, 12, 13, 14, 15, 16, or 17 all teachers receive that many points and a rating of effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 3, 4, 5, 6, 7, or 8 all teachers receive that many points and a rating of developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 0, 1 or 2 all teachers receive that many points and a rating of ineffective.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
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6	6(ii) School wide measure computed locally	NYS Gr 6 ELA, NYS Gr 6 Math, NYS Gr 8 Science
7	6(ii) School wide measure computed locally	NYS Gr 7 ELA, NYS Gr 7 Math, NYS Gr 8 Science
8	6(ii) School wide measure computed locally	NYS Gr 8 ELA, NYS Gr 8 Math, NYS Gr 8 Science

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.	All teachers Gr 6-8 Social Studies shall be evaluated based upon the NYS Assessment performance of students, in the school where the teachers teach. The student performance will be based on the ELA, mathematics and science assessments in the respective school. Teachers shall receive a score from 0-20 based upon the calculation of a subcomponent score utilizing a percentage of overall student achievement based upon student performance on the respective grade level NYS assessments. Teacher combined performance is illustrated below: Formula for computing HEDI points: For a 20 point scale: (# students scoring 2,3,4)+ (# students scoring 3,4) X 10 divided by # students tested. Scores will be rounded to the nearest whole number.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 18, 19, 20 all teachers receive that many points and a rating of highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 9, 10, 11, 12, 13, 14, 15, 16, or 17 all teachers receive that many points and a rating of effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 3, 4, 5, 6, 7, or 8 all teachers receive that many points and a rating of developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 0, 1 or 2 all teachers receive that many points and a rating of ineffective.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Comprehensive ELA Regents, Geometry Regents, American History Regents, Living Environment Regents
Global 2	6(ii) School wide measure computed locally	NYS Comprehensive ELA Regents, Geometry Regents, American History Regents, Living Environment Regents
American History	6(ii) School wide measure computed locally	NYS Comprehensive ELA Regents, Geometry Regents, American History Regents, Living Environment Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers of High School Social Studies shall be evaluated based upon Regents performance of students, in the school where the teachers teach. The student performance will be based on the English, Geometry, American History, and Living Environment Regents assessments in the respective school. Teachers shall receive a score from 0-20 based upon the calculation of a subcomponent score utilizing a percentage of overall student achievement based upon student performance on the respective Regents assessments. Teacher combined performance is illustrated below: Formula for computing HEDI points: For a 20 point scale: (# students scoring 2,3,4)+ (# students scoring 3,4) X 10 divided by # students tested. On the Regents a 1 equals 0-54, 2 equals 55-64, 3 equals 65-84, 4 equals 85-100. Scores will be rounded to the nearest whole number.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 18, 19, 20 all teachers receive that many points and a rating of highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 9, 10, 11, 12, 13, 14, 15, 16, or 17 all teachers receive that many points and a rating of effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 3, 4, 5, 6, 7, or 8 all teachers receive that many points and a rating of developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 0, 1 or 2 all teachers receive that many points and a rating of ineffective.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Comprehensive ELA Regents, Geometry Regents, American History Regents, Living Environment Regents
Earth Science	6(ii) School wide measure computed locally	NYS Comprehensive ELA Regents, Geometry Regents, American History Regents, Living Environment Regents
Chemistry	6(ii) School wide measure computed locally	NYS Comprehensive ELA Regents, Geometry Regents, American History Regents, Living Environment Regents
Physics	6(ii) School wide measure computed locally	NYS Comprehensive ELA Regents, Geometry Regents, American History Regents, Living Environment Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers of High School Science shall be evaluated based upon Regents performance of students, in the school where the teachers teach. The student performance will be based on the English, Geometry, American History, and Living Environment Regents assessments in the respective school. Teachers shall receive a score from 0-20 based upon the calculation of a subcomponent score utilizing a percentage of overall student achievement based upon student performance on the respective Regents assessments. Teacher combined performance is illustrated below: Formula for computing HEDI points: For a 20 point scale: (# students scoring 2,3,4)+ (# students scoring 3,4) X 10 divided by # students tested. On the Regents a 1 equals 0-54, 2 equals 55-64, 3 equals 65-84, 4 equals 85-100. Scores will be rounded to the nearest whole number.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 18, 19, 20 all teachers receive that many points and a rating of highly effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 9, 10, 11, 12, 13, 14, 15, 16, or 17 all teachers receive that many points and a rating of effective.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 3, 4, 5, 6, 7, or 8 all teachers receive that many points and a rating of developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 0, 1 or 2 all teachers receive that many points and a rating of ineffective.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Comprehensive ELA Regents, Geometry Regents, American History Regents, Living Environment Regents
Geometry	6(ii) School wide measure computed locally	NYS Comprehensive ELA Regents, Geometry Regents, American History Regents, Living Environment Regents
Algebra 2	6(ii) School wide measure computed locally	NYS Comprehensive ELA Regents, Geometry Regents, American History Regents, Living Environment Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	All teachers of High School Math shall be evaluated based upon the Regents performance of students, in the school where the teachers teach. The student performance will be based on the English, Geometry, American History, and Living Environment Regents assessments in the respective school. Teachers shall receive a score from 0-20 based upon the calculation of a subcomponent score utilizing a percentage of overall student achievement based upon student performance on the respective Regents assessments. Teacher combined performance is illustrated below: Formula for computing HEDI points: For a 20 point scale: (# students scoring 2,3,4)+ (# students scoring 3,4) X 10 divided by # students tested. On the Regents a 1 equals 0-54, 2 equals 55-64, 3 equals 65-84, 4 equals 85-100. Scores will be rounded to the nearest whole number.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 18, 19, 20 all teachers receive that many points and a rating of highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 9, 10, 11, 12, 13, 14, 15, 16, or 17 all teachers receive that many points and a rating of effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 3, 4, 5, 6, 7, or 8 all teachers receive that many points and a rating of developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 0, 1 or 2 all teachers receive that many points and a rating of ineffective.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Comprehensive ELA Regents, Geometry Regents, American History Regents, Living Environment Regents
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive ELA Regents, Geometry Regents, American History Regents, Living Environment Regents
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive ELA Regents, Geometry Regents, American History Regents, Living Environment Regents

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

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

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 of High School English Language Arts shall be evaluated based upon the Regents performance of students, in the school where the teachers teach. The student performance will be based on the English, Geometry, American History, and Living Environment Regents assessments in the respective school. Teachers shall receive a score from 0-20 based upon the calculation of a subcomponent score utilizing a percentage of overall student achievement based upon student performance on the respective Regents assessments. Teacher combined performance is illustrated below: Formula for computing HEDI points: For a 20 point scale: (# students scoring 2,3,4)+ (# students scoring 3,4) X 10 divided by # students tested. On the Regents a 1 equals 0-54, 2 equals 55-64, 3 equals 65-84, 4 equals 85-100. Scores will be rounded to the nearest whole number.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 18, 19, 20 all teachers receive that many points and a rating of highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 9, 10, 11, 12, 13, 14, 15, 16, or 17 all teachers receive that many points and a rating of effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 3, 4, 5, 6, 7, or 8 all teachers receive that many points and a rating of developing.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 18, 19, 20 all teachers receive that many points and a rating of highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 9, 10, 11, 12, 13, 14, 15, 16, or 17 all teachers receive that many points and a rating of effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 3, 4, 5, 6, 7, or 8 all teachers receive that many points and a rating of developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 0, 1 or 2 all teachers receive that many points and a rating of ineffective.

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

(No response)

3.13) HEDI Tables or Graphics

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

(No response)

3.14) Locally Developed Controls

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

No locally developed controls.

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.

Teachers with more than one Locally Selected Measure (i.e. teaching two subject areas such as science and social studies in the same grade level) will take the average of the scores earned on each assessment.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked

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

4. Other Measures of Effectiveness (Teachers)

Created Friday, November 23, 2012

Updated Thursday, December 13, 2012

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric (2012 Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	51
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	9

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The NYSUT Teacher Practice Rubric 2012 will be used to collect evidence and score "Other Measures of Teacher Effectiveness". 51 points shall be based on classroom observations which consist of formal and unannounced mini observations. Observations will be based on Standards 1-5 which will be measured through a pre observation conference (where a lesson plan will be reviewed), classroom observation, post observation conference and evidence collection. Electronic devices (Laptop or iPad) will be used to gather evidence during observations.

The 7 Standards within the NYSUT rubric have been assigned points totaling 204.

Standard 1 - 24points

Standard 2- 24 points

Standard 3- 48 points

Standard 4- 32 points

Standard 5- 40 points

Standard 6- 20 points

Standard 7- 16 points

Total: 204 possible points

The remaining 9 points of the 60 points will be used to assess Teaching Standards 6 and 7. Standard 6: Professional Responsibilities (worth 5 of the 9 points) and Standard 7: Professional Growth (worth 4 of the 9 points). Evaluation of these standards will be based on artifacts collected by the teacher and reviewed during the year end Teacher Evaluation Meeting between the Principal and Teacher that will occur in May or June.

Each teacher will be given a score of 0-4 on each element under each standard of the NYSUT 2012 Rubric. The total points will be added giving a teacher a score of 0-204. To convert to a scale score of 0-60 into a single result for this subcomponent, the administrator will use the "Scoring the 60%" chart.

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

[assets/survey-uploads/5091/245443-eka9yMJ855/Table 4.5 Teacher HEDI Other Measures.pdf](#)

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.	In order to receive a Highly Effective rating for this subcomponent, a teacher's overall performance and results exceed standards. This translates to a score of 154-204 on the 32 elements of the NYSUT 2012 Rubric, which is then converted to a HEDI score of 59-60.
Effective: Overall performance and results meet NYS Teaching Standards.	In order to receive an Effective rating for this subcomponent, a teacher's overall performance and results meet standards. This translates to a score of 103-153 on the 32 elements of the NYSUT 2012 Rubric, which is then converted to a HEDI score of 57-58.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	In order to receive a Developing rating for this subcomponent, a teacher's overall performance and results need improvement in order to meet standards. This translates to a score of 52-102 on the 32 elements of the NYSUT 2012 Rubric, which is then converted to a HEDI score of 50-56.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	In order to receive an Ineffective rating for this subcomponent, a teacher's overall performance and results do not meet standards. This translates to a score of 0-51 on the 32 elements of the NYSUT 2012 Rubric, which is then converted to a HEDI score of 0-49.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	4
4.6) Observations of Probationary Teachers Enter Total	6

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	1
4.7) Observations of Tenured Teachers Informal/Short	2
4.7) Observations of Tenured Teachers 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 tenured teachers be done in person, by video, or both?

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Wednesday, December 12, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Saturday, November 24, 2012

Updated Friday, December 21, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/245857-Df0w3Xx5v6/Appendix G Teacher TIP.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:

The purpose of the APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective teaching faculty. All teachers who receive a rating of Developing or Ineffective may use this appeal process, by filing an appeal with the Superintendent's office within ten calendar days of receiving their composite score.

In accordance with Education Law 3012-c (5) , an APPR rating which is the subject of a pending appeal shall not be sought to be

offered in evidence or placed in evidence in an Education Law 3020 – a proceeding, or locally negotiated procedure, until the appeal process is concluded.

Nothing herein shall be construed to alter or diminish the authority of the governing body of the District to grant or deny tenure to or terminate probationary teachers during the pendency of an appeal, for statutorily permissible reasons other than performance.

All steps and the resolution of the formal appeal will occur in a timely and expeditious manner.

What may be challenged in an appeal: The appeal procedures allow the scope of the appeals under Education Law 3012-c to the following subjects.

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

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

Burden of proof: In an appeal, the teacher has the burden of proving by substantial evidence the merits of his or her appeal.

Resolution Meeting with Lead Evaluator:

During the course of the school year, as the teacher receives feedback on various pieces of the evaluation and is in disagreement with or confused by that feedback he/she may initiate an informal resolution meeting with the Lead Evaluator within ten school days in order to discuss the evaluation and the areas of dispute. The teacher may have union representation at the meeting. If the Lead Evaluator and Teacher agree that the new evidence warrants a change in that piece of the evaluation the change will be made.

Formal Appeal Process

Step 1: Formal Appeal

When there is no agreement after the resolution meeting, the Teacher may move to the formal appeal process within ten (10) days after receiving his/her composite score.

A formal appeal shall be filed in writing with the Superintendent. The written appeal shall include all pertinent documentation of the appellant's claims. When the Superintendent receives an appeal he/she shall convene an Appeals Panel within ten (10) school days but no more than twenty (20) calendar days after the formal Appeals is submitted. Said panel shall consist of two HFA members appointed by the HFA President and two Building Administrators, appointed by the Superintendent. The Lead Evaluator responsible for the evaluation being appealed may not serve on the appeals committee. The Superintendent's appointees must be certified to conduct evaluations.

The Appeals Panel will have the authority to set aside, modify, or affirm the rating. The Appeals Panel shall hold a hearing within ten (10) school days of receiving the appeal. Within ten (10) school days of the close of said hearing the committee shall reach its finding by consensus and prepare a written opinion setting forth the reasons and factual basis for opinions on each issue raised in the appeal and present it to the parties. If said opinion is accepted by both parties the second step shall be final step in the appeal process and be binding upon the parties.

If consensus is not reached, the Committee shall write up the opposing viewpoints in the same manner. Said opinions shall be submitted to the teacher, the lead (authoring) administrator, the HFA President, and the Superintendent within ten (10) school days. After receiving the differing opinions the teacher may request a meeting within ten (10) days with the lead administrator to discuss them. The teacher shall be entitled to union representation in said meeting. Based upon the results of the meeting the administrator will have the authority to set aside, modify, or affirm the rating.

If the teacher is not satisfied with the outcome of this meeting he/she may appeal to the Superintendent in writing, within 10 school days of knowing such outcome.

Step 3: Appeal to the Superintendent

The full record on appeal shall be submitted to the Superintendent of Schools who may hold a hearing on the matter within ten (10) days of receiving the appeal. A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the

date upon which the Superintendent received the appeal. The decision shall be based on the written record, comprised of the teachers appeal papers and any documentary evidence accompanying the appeal, including the Committee's decision(s), as well as the District response to the appeal and additional documentary evidence submitted with such papers. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teachers appeal. The Superintendent will have the authority to set aside, modify, or affirm the rating. The Superintendent's decision shall be binding and final. A copy of the decision shall be provided to the teacher and the evaluator.

This appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review or improvement plan. The teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review or improvement plan, except as otherwise authorized by law.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The "Lead 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. The Superintendent will ensure that all evaluators have been trained and certified in accordance with the Commissioner's Regulations. The District will utilize the BOCES Network Team or the services of consultants and vendors for lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluator training will include training on:

1. The New York State Teaching Standards and their related elements and performance indicators 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.
4. Application and use of the teacher rubric, including training on the effective application of such rubrics to observe a teachers' practice.
5. Application and use of any assessment tools that the parties agree will be used to evaluate classroom teachers, including but not limited to structured portfolio reviews, professional growth goals, etc.
6. Application and use of any locally selected measures of student achievement mutually agreed upon to be used in the evaluation of teachers.
7. Use of the Statewide Instructional Reporting system.
8. The scoring methodology, mutually agreed upon by the parties, 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 overall rating and their subcomponent ratings.
9. Specific considerations in evaluating teachers and principals of English Language Learners and Students with Disabilities.

The Superintendent will ensure that lead evaluators participate in periodic training and are re-certified in accordance with state regulations. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations until such training and annual certification successfully occurs. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability over time.

Teacher Training:

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the district's teacher 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 10 calendar days of the beginning of each subsequent school year for newly hired staff.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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 Monday, November 12, 2012
Updated Wednesday, January 02, 2013

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

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

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

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

5-8
9-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Fourth grade scores will be determined by SED and shared with the district. These scores will be weighted proportionately with the third grade scores, which will be determined locally through the SLO process as follows: the Principal and his/her supervisor will set growth targets based on pre-test and baseline data for students. Once summative assessments have been administered, the percentage of students covered under the SLO's established for a Principal who meet or exceed their pre-determined target (as stated in the SLO) will be used to determine the Principal's HEDI rating and the number of points (out of 20) he or she will receive.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	91-100% of students meet target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	75-90% of students meet target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	65-74% of students meet target
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-64 % of students meet target

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/5365/228252-lha0DogRNw/20 Pt Growth Conversion for Principal.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Saturday, November 24, 2012

Updated Wednesday, January 02, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	NYS ELA Gr 5-8, NYS Math Gr 5-8, NYS Gr 8 Science
9-12	(d) measures used by district for teacher evaluation	NYS Comprehensive ELA Regents, Geometry Regents, American History Regents, Living Environment Regents

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.	For a 15 point scale: (# of students scoring 2,3,4) + (# students scoring 3,4) X 7.5 divided by # of students tested. For the high school level using a Regents: a 1 equals a 0-54, a 2 equals a 55-64, a 3 equals a 65-84, a 4 equals an 85-100. Scores will be rounded to the nearest whole number.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are a 14 or 15 all administrators will receive that many points and a rating of highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are an 8, 9, 10, 11, 12, or 13 all administrators will receive that many points and a rating of effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are a 3, 4, 5, 6, or 7 all administrators will receive that many points and a rating of developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	Using the formula described above, if the results are a 0, 1, or 2 all administrators will receive that many points and

for grade/subject.

a rating of ineffective.

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.

(No response)

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

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

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

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

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

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

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

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

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

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

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

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

in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	NYS Grade 4 ELA, NYS Gr 4 Math, NYS Gr 4 Science

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.	For a 20 point scale: (# of students scoring 2,3,4) + (# students scoring 3,4) X 10 divided by # of students tested. For the high school level using a Regents: a 1 equals a 0-54, a 2 equals a 55-64, a 3 equals a 65-84, a 4 equals an 85-100. Scores will be rounded to the nearest whole number.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are 18 - 20 all administrators will receive that many points and a rating of highly effective.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are an 9 -17 all administrators will receive that many points and a rating of effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are a 3 - 8 all administrators will receive that many points and a rating of developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Using the formula described above, if the results are a 0, 1, or 2 all administrators will receive that many points and a rating of ineffective.

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No locally developed controls.

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.

Based on the school-wide method, Hannibal CSD will not have principals that have multiple locally selected measures that will need to be changed into a single subcomponent.

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 Saturday, November 24, 2012

Updated Friday, December 21, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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 60 points will be distributed among the six standards via an evidence collection process. Observable evidence will be collected by a trained evaluator (Superintendent) on a minimum of two school visits (one unannounced and one announced). In addition, the trained evaluator will review school documents, records etc. and the principal will present artifacts at a conference with the trained evaluator. The evidence for each element within a standard will be applied to the rubric on a 4 point scale. Ineffective= 1, Developing = 2, Effective= 3, Highly Effective= 4. The total average rubric score will be obtained and converted according to the attached chart. (See conversion chart for specific point breakdown of Multidimensional Principal Performance Rubric and evidence collection charts Appendix 4-4b).

HEDI overall rubric average - 60 point distribution:

Highly Effective: 3.5-4.0, 59-60

Effective: 2.5-3.4, 57-58

Developing: 1.5-2.4, 50-56

Ineffective: 1-1.4, 0-49

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

assets/survey-uploads/5143/245813-pMADJ4gk6R/9.7 Principals Other Measures HEDI Ratings.xls

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

Highly Effective: Overall performance and results exceed standards.	In order to receive a Highly Effective rating for this subcomponent, a principal's overall performance exceeds standards. This translates to an average rubric score of 3.5-4.0 on a 4 point scale. The average rubric score will be translated to a composite score of 59-60. See chart above for specifics.
Effective: Overall performance and results meet standards.	In order to receive an Effective rating for this subcomponent, a principal's overall performance meets standards. This translates to an average rubric score of 2.5-3.4 on a 4 point scale. The average rubric score will be translated to a composite score of 57-58. See chart above for specifics.

Developing: Overall performance and results need improvement in order to meet standards.	In order to receive a Developing rating for this subcomponent, a principal's overall performance needs improvements to meet standards. This translates to an average rubric score of 1.5-2.4 on a 4 point scale. The average rubric score will be translated to a composite score of 50-56. See chart above for specifics.
Ineffective: Overall performance and results do not meet standards.	In order to receive a Ineffective rating for this subcomponent, a principal's overall performance does not meet standards. This translates to an average rubric score of 1-1.4 on a 4 point scale. The average rubric score will be translated to a composite score of 0-49. See chart above for specifics.

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Saturday, November 24, 2012

Updated Thursday, December 13, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Saturday, November 24, 2012

Updated Friday, December 21, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/245846-Df0w3Xx5v6/PIP_1.docx

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The following procedure is the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal's performance review and/or improvement plan.

Appeals of annual professional performance reviews may be brought for ineffective or developing.

Appeals are limited to those identified by Education Law §3012-c, as follows:

- (1)The School district's adherence to the standards and methodologies required for such reviews;*
- (2)The adherence to the Commissioner's regulations, as applicable to such reviews;*
- (3)Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- (4)The school district's issuance and/or implementation of the terms of the principal improvement plan.*

A Principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal.

BURDEN OF PROOF

The burden shall be on the Principal to establish by the preponderance of the evidence that the rating given to the Principal was not justified or that an improvement plan was not appropriately issued or implemented.

TIME FRAME FOR FILING AN APPEAL

All appeals shall be filed in writing. The act of mailing the appeal to the Superintendent of Schools does not constitute filing.

An appeal of a performance review must be filed no later than fifteen (15) calendar days of the date when the Principal receives the final and complete annual professional performance review. If a Principal is challenging the issuance of a principal improvement plan, appeals must be filed within fifteen (15) calendar days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) calendar days of the failure of the District to implement any component of the plan.

The failure to file an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent of Schools upon written request. Any time extension granted will be timely and expeditious in accordance with Education Law section 3012-c.

When filing an appeal, the Principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges shall also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the District upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

TIME FRAME FOR DISTRICT RESPONSE

Within ten (10) calendar days of receipt of an appeal, the Superintendent of Schools must submit a written response to the appeal. The Principal initiating the appeal shall receive a copy of the response filed by the district and any additional information submitted with the response, at the same time the Superintendent of Schools files the response. Additional material supporting the challenges may be submitted by the Principal up to the date of the issuance of the Superintendent of School's response. If the Principal is not satisfied with the District's response, the Principal may file an appeal with the BOCES District Superintendent. The appeal to the BOCES District Superintendent shall be made within 15 calendar days of receipt of the Superintendent of Schools written decision. The Appeal to the BOCES District Superintendent shall be filed with the Hannibal Central School District Clerk. Within 10 school days, the District Clerk will contact and forward to the BOCES District Superintendent all documentation regarding the appeal submitted by the Principal.

APPEAL TO BOCES DISTRICT SUPERINTENDENT

A decision shall be rendered by the BOCES District Superintendent or the BOCES District Superintendent's designee, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the BOCES District Superintendent shall appoint another person to decide the appeal.

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the District Clerk submitted the appeal to the BOCES District Superintendent. The appeal shall be based on a written record, comprised of the Principal's appeal papers and any documentary evidence accompanying the appeal, including the Superintendent of School's written response to the appeal and any additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the Principal's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the Principal, the Superintendent of Schools or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different, and the District Clerk for admittance into the Principal's personnel file and subsequent action as described by decision. A Principal may submit a rebuttal in writing to be included with the decision of the appeal.

This appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals

related to a Principal performance review or improvement plan. The Principal may not resort to any contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review or improvement plan, except as otherwise authorized by law. The BOCES District Superintendent or designee's decision regarding any appeal is final and binding and is not subject to any grievance provision of the collection bargaining agreement.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Board of Education will ensure that all evaluators have been trained and that all principal evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team lead evaluator training and principal evaluator training and certification in accordance with SED procedures and processes. Principal evaluators shall successfully complete a training course that meets the minimum requirements as prescribed by regulation, and shall provide training on:

- 1. ISLLC 2008 Leadership Standards*
- 2. Evidence-based observation*
- 3. Application and use of Student Growth Percentile and VA growth Model data*
- 4. Application and use of the State-approved Multidimensional Principal Performance Rubrics Application and use of any assessment tools used to evaluate principals*
- 5. Application and use of State-approved locally selected measures of student achievement*
- 6. Use of the Statewide Instructional Reporting System*
- 7. Scoring methodology used to evaluate principals*
- 8. Specific considerations in evaluating principals of ELLs and students with disabilities*
- 9. State-determined district-wide student growth goal setting process (Student Learning Objectives)*
- 10. Effective supervisory visits and feedback*
- 11. Soliciting structured feedback from constituent groups*
- 12. Reviewing school documents, records, state accountability processes and other measures*
- 13. Principal contribution to teacher effectiveness*

Upon completion of the initial year-long training for evaluators/lead evaluators, administrators will be certified as lead evaluators. Administrators responsible for principal evaluations will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators provided by the Oswego County BOCES Network Team. This training will support the continued growth in understanding the thirteen elements of performance review listed above. Administrators who complete annual follow-up training will be re-certified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the principal performance evaluation process. The Oswego County BOCES Network Team will be utilized to provide initial training as well as the ongoing annual training. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability over time.

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 Saturday, November 24, 2012

Updated Thursday, January 03, 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

[assets/survey-uploads/5581/245863-3Uqgn5g9Iu/APPR Signatures Page 1 and 2 1-2-13.pdf](assets/survey-uploads/5581/245863-3Uqgn5g9Iu/APPR%20Signatures%20Page%201%20and%202%201-2-13.pdf)

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

20 Point Conversion for S.L.O. Based State/Growth Scores

	% of Students Meeting or Exceeding Their Target	# of Points Earned by Teacher
Highly Effective (18-20 points)	95-100%	20
	90-94%	19
	85-89%	18
Effective (9-17 points)	82-84%	17
	80-81%	16
	78-79%	15
	76-77%	14
	73-75%	13
	71-72%	12
	69-70%	11
	67-68%	10
	65-66%	9
Developing (3-8 Points)	64%	8
	62-63%	7
	60-61%	6
	58-59%	5
	56-57%	4
	55%	3
Ineffective (0-2 points)	37-54%	2
	18-36%	1
	0-17%	0

20 Point Conversion for S.L.O. Based State/Growth Scores

	% of Students Meeting or Exceeding Their Target	# of Points Earned by Principal
Highly Effective (18-20 points)	97-100%	20
	94-96%	19
	91-93%	18
Effective (9-17 points)	89- 90%	17
	87-88%	16
	86-87%	15
	85-86%	14
	83-84%	13
	81-82%	12
	79-80%	11
	77-78%	10
Developing (3-8 Points)	75-76%	9
	74%	8
	72-73%	7
	70-71%	6
	68-69%	5
	66-67%	4
Ineffective (0-2 points)	65%	3
	43-64%	2
	21-42%	1
	0-20%	0

	H			E			D			I		
APPR SCORE	CONVERSION											
204	60.000	H	153	58.000	E	102	56.000	D	51	49.000	I	
203	59.980	H	152	57.980	E	101	55.880	D	50	48.000	I	
202	59.960	H	151	57.960	E	100	55.760	D	49	47.000	I	
201	59.940	H	150	57.940	E	99	55.640	D	48	46.000	I	
200	59.920	H	149	57.920	E	98	55.520	D	47	45.000	I	
199	59.900	H	148	57.900	E	97	55.400	D	46	44.000	I	
198	59.880	H	147	57.880	E	96	55.280	D	45	43.000	I	
197	59.860	H	146	57.860	E	95	55.160	D	44	42.000	I	
196	59.840	H	145	57.840	E	94	55.040	D	43	41.000	I	
195	59.820	H	144	57.820	E	93	54.920	D	42	40.000	I	
194	59.800	H	143	57.800	E	92	54.800	D	41	39.000	I	
193	59.780	H	142	57.780	E	91	54.680	D	40	38.000	I	
192	59.760	H	141	57.760	E	90	54.560	D	39	37.000	I	
191	59.740	H	140	57.740	E	89	54.440	D	38	36.000	I	
190	59.720	H	139	57.720	E	88	54.320	D	37	35.000	I	
189	59.700	H	138	57.700	E	87	54.200	D	36	34.000	I	
188	59.680	H	137	57.680	E	86	54.080	D	35	33.000	I	
187	59.660	H	136	57.660	E	85	53.960	D	34	32.000	I	
186	59.640	H	135	57.640	E	84	53.840	D	33	31.000	I	
185	59.620	H	134	57.620	E	83	53.720	D	32	30.000	I	
184	59.600	H	133	57.600	E	82	53.600	D	31	29.000	I	
183	59.580	H	132	57.580	E	81	53.480	D	30	28.000	I	
182	59.560	H	131	57.560	E	80	53.360	D	29	27.000	I	
181	59.540	H	130	57.540	E	79	53.240	D	28	26.000	I	
180	59.520	H	129	57.520	E	78	53.120	D	27	25.000	I	
179	59.500	H	128	57.500	E	77	53.000	D	26	24.000	I	
178	59.480	H	127	57.480	E	76	52.880	D	25	23.000	I	
177	59.460	H	126	57.460	E	75	52.760	D	24	22.000	I	
176	59.440	H	125	57.440	E	74	52.640	D	23	21.000	I	
175	59.420	H	124	57.420	E	73	52.520	D	22	20.000	I	
174	59.400	H	123	57.400	E	72	52.400	D	21	19.000	I	
173	59.380	H	122	57.380	E	71	52.280	D	20	18.000	I	
172	59.360	H	121	57.360	E	70	52.160	D	19	17.000	I	
171	59.340	H	120	57.340	E	69	52.040	D	18	16.000	I	
170	59.320	H	119	57.320	E	68	51.920	D	17	15.000	I	
169	59.300	H	118	57.300	E	67	51.800	D	16	14.000	I	
168	59.280	H	117	57.280	E	66	51.680	D	15	13.000	I	
167	59.260	H	116	57.260	E	65	51.560	D	14	12.000	I	
166	59.240	H	115	57.240	E	64	51.440	D	13	11.000	I	
165	59.220	H	114	57.220	E	63	51.320	D	12	10.000	I	
164	59.200	H	113	57.200	E	62	51.200	D	11	9.000	I	
163	59.180	H	112	57.180	E	61	51.080	D	10	8.000	I	
162	59.160	H	111	57.160	E	60	50.960	D	9	7.000	I	
161	59.140	H	110	57.140	E	59	50.840	D	8	6.000	I	
160	59.120	H	109	57.120	E	58	50.720	D	7	5.000	I	
159	59.100	H	108	57.100	E	57	50.600	D	6	4.000	I	
158	59.080	H	107	57.080	E	56	50.480	D	5	3.000	I	
157	59.060	H	106	57.060	E	55	50.360	D	4	2.000	I	
156	59.040	H	105	57.040	E	54	50.240	D	3	1.000	I	
155	59.020	H	104	57.020	E	53	50.120	D	2	0.000	I	
154	59.000	H	103	57.000	E	52	50.000	D	1	0.000	I	

Level	Rubric Score	Composite
Highly Effective	4	59-60
Effective	3	57-58
Developing	2	50-56
Ineffective	1	0-49

**Rounding rules will apply*

Multidimensional Principal Performance Rubric Conversion Chart
For the Summary Evaluation Worksheet

The average total of points awarded for each of the six chosen indicators on the rubric will be converted to a conversion score as follows:

Total Average Rubric Score	Conversion Score for Composite	Category
4	60.25 (Round to 60)	Highly Effective
3.9	60	
3.8	59.8	
3.7	59.5	
3.6	59.3	
3.5	59	
3.4	58.8	Effective
3.3	58.6	
3.2	58.4	
3.1	58.2	
3.0	58	
2.9	57.8	
2.8	57.6	
2.7	57.4	
2.6	57.2	
2.5	57	
2.4	56.3	Developing
2.3	55.6	
2.2	54.9	
2.1	54.2	
2	53.5	
1.9	52.8	
1.8	52.1	
1.7	51.4	
1.6	50.7	Ineffective
1.5	50	
1.4	49	
1.3	37	
1.2	25	
1.1	12	
1.0	0	

Principal Performance Rubric Summary	
Rating Scale	
Principal Name:	
Average of Rubric Scores:	
<u>Rubric Converted Score</u>	<u>Rating</u>
59 - 60	<input type="checkbox"/> Highly Effective
57 - 58	<input type="checkbox"/> Effective
50 - 56	<input type="checkbox"/> Developing
0 - 49	<input type="checkbox"/> Ineffective

*Rounding rules apply at the beginning and end of ranges. Numbers will be rounded up or down as appropriate.

Hannibal Central School District Principal Improvement Plan (PIP) Process

Upon rating a Principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The Superintendent of Schools has the authority to create the PIP and its final content. The Superintendent of Schools or designee, in conjunction with the Principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal, which will be provided by the District at its expense.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 school days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the Principal.

**Hannibal Central School District
Principal Improvement Plan**

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Appendix G

Hannibal Central School District

Teacher Improvement Plan

DATE:

BARGAINING UNIT MEMBER:

BUILDING:

TEACHER IMPROVEMENT PLAN SUPPORT TEAM:

Administrator

Subject Area Specialist

Designated Bargaining Unit Member

Other

REASON FOR TEACHER IMPROVEMENT PLAN:

TEACHER IMPROVEMENT PLAN:

List strategies to be used with an outline of expected outcomes and resources as well as a timeline for the strategies to be implemented.

Teacher Improvement Plan (continued)

EXPECTED OUTCOMES:

STRATEGIES:

RESOURCES:

ARTIFACTS:

TIMELINE (Duration of the TIP & Schedule of Periodic Reviews)

Duration of TIP: _____

Scheduled Meeting Dates:

Meeting Date: _____

Meeting Date: _____

Meeting Date: _____

Meeting Date: _____

SIGNATURES: _____

Bargaining Unit Member

Administrator / Date

Designated Bargaining Unit Member/Date

Subject Area Specialist / Date

Other

Hannibal Central School District
Teacher Improvement Plan- Support Meeting

DATE:

BARGAINING UNIT MEMBER:

BUILDING:

Topic(s) Discussed:

Suggestions/Areas to work on:

Continue TIP: yes, next meeting:

or

no

SIGNATURES:

Bargaining Unit Member

Administrator / Date

Designated Bargaining Unit Member

Subject Area Specialist / Date

Other

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 1/2/13

Donna J. Dunton

Teachers Union President Signature: Date: 1/2/13

David R. Ruppert *Samuel W. Stone*

Co-Presidents

Administrative Union President Signature: Date: 1-2-13

Pats R. King

Board of Education President Signature: Date: 1-2-13

Mike Cup