



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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Albany, New York 12234

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December 18, 2012

Gregory J. Woytila, Superintendent  
North Tonawanda City School District  
175 Humphrey Street  
North Tonawanda, 14120-4097

Dear Superintendent Woytila:

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: Clark J. Godshall

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 Monday, June 11, 2012

Updated Tuesday, November 27, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 400900010000

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

*400900010000*

#### 1.2) School District Name: NORTH TONAWANDA CITY SD

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

*NORTH TONAWANDA CITY SD*

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

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

*(No response)*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Monday, June 11, 2012

Updated Monday, December 17, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Reading Enterprise Grade Kindergarten
1	State-approved 3rd party assessment	STAR Reading Enterprise Grade 1
2	State-approved 3rd party assessment	STAR Reading Enterprise Grade 2

	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	Each teacher will develop SLO's with pre and post assessments. The students' will have an expected level of
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	performance. For STAR, students must reach their target student growth measure. For all others not using STAR, the district has established scoring bands to indicate the target score (see attached). Students will be expected to meet and maintain the target score. The number of students meeting and exceeding the target will be counted and converted to a percent (see attached). The percent will then be converted to HEDI.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	If 85% - 100% of their students meet their individual targets they will fall in the 18 - 20 point range
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	If 65% - 84% of their students meet their individual targets they will fall in the 9-17 point range
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	If 26% - 64% of their students meet their individual targets they will fall in the 3 - 8 point range
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	If 0% - 25% of their students meet their individual targets they will fall in the 0 - 2 point range.

### 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	STAR Enterprise Math Kindergarten
1	State-approved 3rd party assessment	STAR Enterprise Math Grade 1
2	State-approved 3rd party assessment	STAR Enterprise Math Grade 2

	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.	Each teacher will develop SLO's with pre and post assessments. The students' will have an expected level of performance. For STAR, students must reach their target student growth measure. For all others not using STAR, the district has established scoring bands to indicate the target score (see attached). Students will be expected to meet and maintain the target score. The number of students meeting and exceeding the target will be counted and converted to a percent (see attached). The percent will then be converted to HEDI.
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	If 26% - 64% of their students meet their individual targets they will fall in the 3 - 8 point range
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	If 0% - 25% of their students meet their individual targets they will fall in the 0 - 2 point range.

## 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	North Tonawanda District Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	North Tonawanda District 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.	Each teacher will develop SLO's with pre and post assessments. The students' will have an expected level of performance. For STAR, students must reach their target student growth measure. For all others not using STAR, the district has established scoring bands to indicate the target score (see attached). Students will be expected to meet and maintain the target score. The number of students meeting and exceeding the target will be counted and converted to a percent (see attached). The percent will then be converted to HEDI.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	If 85% - 100% of their students meet their individual targets they will fall in the 18 - 20 point range
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	If 26% - 64% of their students meet their individual targets they will fall in the 3 - 8 point range
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	If 0% - 25% of their students meet their individual targets they will fall in the 0 - 2 point range.

## 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	North Tonawanda District Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	North Tonawanda District Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	North Tonawanda District Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLO's with pre and post assessments. The students' will have an expected level of performance. For STAR, students must reach their target student growth measure. For all others not using STAR, the district has established scoring bands to indicate the target score (see attached). Students will be expected to meet and maintain the target score. The number of students meeting and exceeding the target will be counted and converted to a percent (see attached). The percent will then be converted to HEDI.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	If 85% - 100% of their students meet their individual targets they will fall in the 18 - 20 point range
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Developing (3 - 8 points) Results are below District goals for similar students.	If 26% - 64% of their students meet their individual targets they will fall in the 3 - 8 point range
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If 0% - 25% of their students meet their individual targets they will fall in the 0 - 2 point range.

## 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	North Tonawanda District Developed Global I Social Studies 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.	Each teacher will develop SLO's with pre and post assessments. The students' will have an expected level of performance. For STAR, students must reach their target student growth measure. For all others not using STAR, the district has established scoring bands to indicate the target score (see attached). Students will be expected to meet and maintain the target score. The number of students meeting and exceeding the target will be counted and converted to a percent (see attached). The percent will then be converted to HEDI.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	If 85% - 100% of their students meet their individual targets they will fall in the 18 - 20 point range
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Developing (3 - 8 points) Results are below District goals for similar students.	If 26% - 64% of their students meet their individual targets they will fall in the 3 - 8 point range
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If 0% - 25% of their students meet their individual targets they will fall in the 0 - 2 point range.

## 2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Each teacher will develop SLO's with pre and post assessments. The students' will have an expected level of performance. For STAR, students must reach their target student growth measure. For all others not using STAR, the district has established scoring bands to indicate the target score (see attached). Students will be expected to meet and maintain the target score. The number of students meeting and exceeding the target will be counted and converted to a percent (see attached). The percent will then be converted to HEDI.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	If 85% - 100% of their students meet their individual targets they will fall in the 18 - 20 point range
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If 0% - 25% of their students meet their individual targets they will fall in the 0 - 2 point range.

## 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.	Each teacher will develop SLO's with pre and post assessments. The students' will have an expected level of performance. For STAR, students must reach their target student growth measure. For all others not using STAR, the district has established scoring bands to indicate the target score (see attached). Students will be expected to meet and maintain the target score. The number of students meeting and exceeding the target will be counted and converted to a percent (see attached). The percent will then be converted to HEDI.
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Developing (3 - 8 points) Results are below District goals for similar students.	If 26% - 64% of their students meet their individual targets they will fall in the 3 - 8 point range
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If 0% - 25% of their students meet their individual targets they will fall in the 0 - 2 point range.

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	STAR Reading Enterprise Grade 9
Grade 10 ELA	State approved 3rd party assessment	STAR Reading Enterprise Grade 10
Grade 11 ELA	Regents assessment	New York State Comprehensive English 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.	Each teacher will develop SLO's with pre and post assessments. The students' will have an expected level of performance. For STAR, students must reach their target student growth measure. For all others not using STAR, the district has established scoring bands to indicate the target score (see attached). Students will be expected to meet and maintain the target score. The number of students meeting and exceeding the target will be counted and converted to a percent (see attached). The percent will then be converted to HEDI.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	If 85% - 100% of their students meet their individual targets they will fall in the 18 - 20 point range
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If 0% - 25% of their students meet their individual targets they will fall in the 0 - 2 point range.

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other Elementary Courses K-6	District, Regional or BOCES-developed	North Tonawanda District Developed, Grade Specific, Assessment for Grades K-6
All other Middle School Courses 7 - 8	District, Regional or BOCES-developed	North Tonawanda District Developed, Grade Specific, Assessment for 7 - 8
All other High School Courses 9 - 12	District, Regional or BOCES-developed	North Tonawanda District Developed, Grade Specific, Assessment for 9 - 12
LOTE	District, Regional or BOCES-developed	Orleans/Niagara BOCES Regionally Developed Assessment for LOTE I, II, III, and IV
English 12	State-approved 3rd party assessment	STAR Enterprise Reading Grade 12



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.

*We will not be making any adjustments, controls, or other special considerations.*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Monday, June 11, 2012

Updated Monday, December 17, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	New York State ELA and Mathematics Grades 3-6, New York State Science Grade 4
5	6(ii) School wide measure computed locally	New York State ELA and Mathematics Grades 3-6, New York State Science Grade 4

6	6(ii) School wide measure computed locally	New York State ELA and Mathematics Grades 3-6, New York State Science Grade 4
7	6(ii) School wide measure computed locally	New York State ELA and Mathematics Grades 7-8, New York State Science Grade 8
8	6(ii) School wide measure computed locally	New York State ELA and Mathematics Grades 7-8, New York State Science Grade 8

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p><b>* SEE ATTACHMENT FOR FULL EXPLANATION OF ALL POINTS EARNED FOR VALUE ADDED AND OTHERS.</b></p> <p><b>Grades 4 -6</b>  Performance Index for ELA and Mathematics will be identified from grades 3-6, district wide.  A formula will be developed as follows:  Step 1: ELA PI + Math PI + Science = ____:600  Step 2: Divide total score by 600  Step 3: Multiply by 15  Step 4: Round to equate to HEDI score</p> <p><b>Grades 7 - 8</b>  Performance Index for ELA and Mathematics will be identified from grades 7-8, district wide.  A formula will be developed as follows:  Step 1: ELA PI + Math PI + Science PI = ____:600  Step 2: Divide total score by 600  Step 3: Multiply by 15  Step 4: Round to equate to HEDI score</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>After the ELA PI, Math PI and Science PI are calculated and they yield a score of 14 and 15, teachers are highly effective.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>After the ELA PI, Math PI and Science PI are calculated and they yield a score of 8-13, teachers are effective.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>After the ELA PI, Math PI and Science PI are calculated and they yield a score of 3-7, teachers are developing.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>After the ELA PI, Math PI and Science PI are calculated and they yield a score of 0-2, teachers are ineffective.</p>

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	New York State ELA and Mathematics Grades 3-6, New York State Science Grade 4
5	6(ii) School wide measure computed locally	New York State ELA and Mathematics Grades 3-6, New York State Science Grade 4
6	6(ii) School wide measure computed locally	New York State ELA and Mathematics Grades 3-6, New York State Science Grade 4
7	6(ii) School wide measure computed locally	New York State ELA and Mathematics Grades 7-8, New York State Science Grade 8
8	6(ii) School wide measure computed locally	New York State ELA and Mathematics Grades 7-8, New York State Science Grade 8

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	<p>Grades 4 -6 Performance Index for ELA and Mathematics will be identified from grades 3-6, district wide. A formula will be developed as follows: Step 1: ELA PI + Math PI + Science = ____:600 Step 2: Divide total score by 600 Step 3: Multiply by 15 Step 4: Round to equate to HEDI score</p> <p>Grades 7 - 8 Performance Index for ELA and Mathematics will be identified from grades 7-8, district wide. A formula will be developed as follows: Step 1: ELA PI + Math PI + Science PI = ____:600 Step 2: Divide total score by 600 Step 3: Multiply by 15 Step 4: Round to equate to HEDI score</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and science PI are calculated and they yield a score of 14 and 15, teachers are highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and science PI are calculated and they yield a score of 8-13, teachers are effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and science PI are calculated and they yield a score of 3-7, teachers are developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and science PI are calculated and they yield a score of 0-2, teachers are 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	New York State ELA and Mathematics Grades 3-6, New York State Science Grade 4
1	6(ii) School-wide measure computed locally	New York State ELA and Mathematics Grades 3-6, New York State Science Grade 4
2	6(ii) School-wide measure computed locally	New York State ELA and Mathematics Grades 3-6, New York State Science Grade 4
3	6(ii) School-wide measure computed locally	New York State ELA and Mathematics Grades 3-6, New York State Science Grade 4

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.	<p>* SEE ATTACHMENT FOR FULL EXPLANATION OF ALL POINTS EARNED FOR VALUE ADDED AND ALL OTHERS.</p> <p>Performance Index for ELA and Mathematics will be identified from grades 3-6, district wide.</p> <p>A formula will be developed as follows:</p> <p>Step 1: ELA PI + Math PI + Science PI = _____:600</p> <p>Step 2: Divide total score by 600</p> <p>Step 3: Multiply by 20</p> <p>Step 4: Round to equate to HEDI score</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 18-20, teachers are highly effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 9-17 teachers are effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 3-8, teachers are developing.

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

After the ELA PI, Math PI and Science PI are calculated and they yield a score of 0-2, teachers are 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	New York State ELA and Mathematics Grades 3-6, New York State Science Grade 4
1	6(ii) School-wide measure computed locally	New York State ELA and Mathematics Grades 3-6, New York State Science Grade 4
2	6(ii) School-wide measure computed locally	New York State ELA and Mathematics Grades 3-6, New York State Science Grade 4
3	6(ii) School-wide measure computed locally	New York State ELA and Mathematics Grades 3-6, New York State Science Grade 4

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.

Performance Index for ELA and Mathematics will be identified from grades 3-6, district wide.  
 A formula will be developed as follows:  
 Step 1: ELA PI + Math PI + Science PI = \_\_\_\_:600  
 Step 2: Divide total score by 600  
 Step 3: Multiply by 20  
 Step 4: Round to equate to HEDI score

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

After the ELA PI, Math PI and Science PI are calculated and they yield a score of 18-20, teachers are highly effective.

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

After the ELA PI, Math PI and Science PI are calculated and they yield a score of 9-17 teachers are effective.

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

After the ELA PI, Math PI and Science PI are calculated and they yield a score of 3-8, teachers are developing.

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

After the ELA PI, Math PI and Science PI are calculated and they yield a score of 0-2, teachers are 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	New York State ELA and Mathematics Grades 3-6, New York State Science Grade 4
7	6(ii) School wide measure computed locally	New York State ELA and Mathematics Grades 7-8, New York State Science Grade 8
8	6(ii) School wide measure computed locally	New York State ELA and Mathematics Grades 7-8, New York State Science Grade 8

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Grade 6 - Performance Index for ELA and Mathematics will be identified from grades 3-6, district wide. A formula will be developed as follows: Step 1: ELA PI + Math PI + Science PI = ____:600 Step 2: Divide total score by 600 Step 3: Multiply by 20 Step 4: Round to equate to HEDI score</p> <p>Grades 7 8 Performance Index for ELA and Mathematics will be identified from grades 7-8, district wide. A formula will be developed as follows: Step 1: ELA PI + Math PI + Science PI = ____:600 Step 2: Divide total score by 600 Step 3: Multiply by 20 Step 4: Round to equate to HEDI score</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 18-20, teachers are highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 9-17 teachers are effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 3-8, teachers are developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 0-2, teachers are 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	New York State ELA and Mathematics Grades 3-6, New York State Science Grade 4
7	6(ii) School wide measure computed locally	New York State ELA and Mathematics Grades 7-8, New York State Science Grade 8
8	6(ii) School wide measure computed locally	New York State ELA and Mathematics Grades 7-8, New York State Science Grade 8

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Grade 6: Performance Index for ELA and Mathematics will be identified from grades 3-6, district wide. A formula will be developed as follows: Step 1: ELA PI + Math PI + Science PI = ____:600 Step 2: Divide total score by 600 Step 3: Multiply by 20 Step 4: Round to equate to HEDI score</p> <p>Grades 7 8: Performance Index for ELA and Mathematics will be identified from grades 7-8, district wide. A formula will be developed as follows: Step 1: ELA PI + Math PI + Science PI = ____:600 Step 2: Divide total score by 600 Step 3: Multiply by 20 Step 4: Round to equate to HEDI score</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 18-20, teachers are highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 9-17 teachers are effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 3-8, teachers are developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI, Math PI and Science PI are calculated and they yield a score of 0-2, teachers are 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	ELA Regents 11 and Integrated Algebra
Global 2	6(ii) School wide measure computed locally	ELA Regents 11 and Integrated
American History	6(ii) School wide measure computed locally	ELA Regents 11 and Integrated Algebra

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.	Performance Index for ELA 11 and Integrated Algebra will be identified from grades 9-12, district wide. A formula will be developed as follows: Step 1: ELA PI + Math PI _____:400 Step 2: Divide total score by 400 Step 3: Multiply by 20 Step 4: Round to equate to HEDI score
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 18-20, teachers are highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 9-17 teachers are effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 3-8, teachers are developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 0-2, teachers are 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	ELA Regents 11 and Integrated Algebra
Earth Science	6(ii) School wide measure computed locally	ELA Regents 11 and Integrated Algebra

Chemistry	6(ii) School wide measure computed locally	ELA Regents 11 and Integrated Algebra
Physics	6(ii) School wide measure computed locally	ELA Regents 11 and Integrated Algebra

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.	Performance Index for ELA 11 and Integrated Algebra will be identified from grades 9-12, district wide. A formula will be developed as follows: Step 1: ELA PI + Math PI = ____:400 Step 2: Divide total score by 400 Step 3: Multiply by 20 Step 4: Round to equate to HEDI score
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 18-20, teachers are highly effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 3-8 teachers are effective.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 9-17, teachers are developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 0-2, teachers are 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	ELA Regents 11 and Integrated Algebra
Geometry	6(ii) School wide measure computed locally	ELA Regents 11 and Integrated Algebra
Algebra 2	6(ii) School wide measure computed locally	ELA Regents 11 and Integrated Algebra

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.	Performance Index for ELA 11 and Integrated Algebra will be identified from grades 9-12, district wide. A formula will be developed as follows: Step 1: ELA PI + Math PI = ____:400 Step 2: Divide total score by 400 Step 3: Multiply by 20 Step 4: Round to equate to HEDI score
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 18-20, teachers are highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 9-17 teachers are effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 3-8, teachers are developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	After the ELA PI and Math PI are calculated and they yield a score of 0-2, teachers are 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	ELA Regents 11 and Integrated Algebra
Grade 10 ELA	6(ii) School wide measure computed locally	ELA Regents 11 and Integrated Algebra
Grade 11 ELA	6(ii) School wide measure computed locally	ELA Regents 11 and Integrated Algebra

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.*



this subcomponent. If needed, you may upload a table or graphic at 3.13, below.

identified from grades 3-6, district wide.  
A formula will be developed as follows:  
Step 1: ELA PI + Math PI + Science PI = \_\_\_\_:600  
Step 2: Divide total score by 600  
Step 3: Multiply by 20  
Step 4: Round to equate to HEDI score

Grades 7 8:  
Performance Index for ELA and Mathematics will be identified from grades 7-8, district wide.  
A formula will be developed as follows:  
Step 1: ELA PI + Math PI + Science PI = \_\_\_\_:600  
Step 2: Divide total score by 600  
Step 3: Multiply by 20  
Step 4: Round to equate to HEDI score

Grades 9- 12:  
Performance Index for ELA 11 and Integrated Algebra will be identified from grades 9-12, district wide.  
A formula will be developed as follows:  
Step 1: ELA PI + Math PI = \_\_\_\_:400  
Step 2: Divide total score by 400  
Step 3: Multiply by 20  
Step 4: Round to equate to HEDI score

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

After the ELA PI, Math PI and Science PI (when applicable)are calculated and they yield a score of 18-20, teachers are highly effective.

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

After the ELA PI, Math PI and Science PI (when applicable)are calculated and they yield a score of 9-17 teachers are effective.

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

After the ELA PI, Math PI and Science PI (when applicable)are calculated and they yield a score of 3-8, teachers are developing.

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

After the ELA PI, Math PI and Science PI (when applicable)are calculated and they yield a score of 0-2, teachers are 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.

*We will not be implementing any adjustments, controls or special considerations.*

### 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.

*This is not applicable, as we are using a measure for all teachers based on a state measure provided indicating the performance index from mathematics and ELA. In addition, when applicable, science PI will be factored in. Teachers in grades 4 -8 ELA and Mathematics will use 15 as a multiplier in our formula. All others will use 20.*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Thursday, July 05, 2012

Updated Tuesday, December 18, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching*

*(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]	40
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	20

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.

#### *Other Measures of Teacher Effectiveness*

(A) The District shall assess teachers under this subcomponent as required under §30- 2.5(d) of the Commissioner's regulations. This subcomponent score shall be based on multiple measures and aligned with the New York State Teaching standards.

(B) The District shall use the approved teacher rubric entitled Danielson 2007 (see Appendix C).

(C) Multiple observations shall account for 40 of the 60 points under this subpart.

- A minimum of one announced formal observation accounting for 20 of the 60 points (includes pre- post- conference). The pre-observation conference shall occur within the five (5) work days preceding the observation.

- A minimum of one unannounced observation accounting for 20 of the 60 points (either a whole lesson period or series of 2-3 walk-through observations of 15-20 minute length). No unannounced observation shall be carried out during the first week or the last

week of any semester or on the two (2) days prior to Thanksgiving, winter, or spring breaks, or on the day following these breaks. At the start of one unannounced observation each year the teacher may notify the observer that conducting an observation of that lesson/class would be inappropriate and the observer shall not include that observation as part of the teacher's APPR but shall conduct a separate unannounced observation in compliance with this agreement.

- Any certified administrator, regularly employed by the District, with the exception of the superintendent, can conduct observations of teachers. In all cases, the teacher's building principal or assistant principal shall be designated as the lead evaluator.
- Annually, preferably within the first two weeks of school, teachers shall be notified in writing of the name of his/her lead evaluator and the name of the administrator who may complete his/her announced or unannounced observations.
- In any building with multiple administrators, the District will whenever practicable, ensure that a teacher's observation is rotated annually among the building principal/assistant principal(s).
- Teachers shall receive the rubric scores and any narrative feedback within ten (10) working days of the actual observation. In the case of formal, announced observations, a post-observation conference will be conducted within ten (10) working days whenever possible.
- If an evaluator utilizes the rubric to make a judgment at level 1 (ineffective or level 2 (developing), it is understood that narrative written feedback shall accompany the rubric score, that includes, but is not limited to, feedback which explains the rubric judgment and which offers suggestions for more effective practice.
- If an observer utilizes the rubric to make a judgment at level 1 (ineffective) or level 2 (developing), it is understood that a meeting with the evaluator and the teacher shall be held within twelve (12) working days to explain the narrative feedback and engage in a dialogue regarding the observation.

The observer will utilize the Danielson 2007 rubrics to make judgments during the observation sessions. Scores are calculated by lesson segment. Lesson segments are subdivided by essential design questions. Each design question has primary trait rubrics for the critical elements of the evaluation model that imply best practices associated with the design question.

Elements which are not observed are not rated during the observation.

Encompassed in the 60 points will include the following:

For all three (see below) components, teachers will be evaluated on a 4-point rubric. All subcomponents of the rubric will be rated on a 1 - 4 rating. The cumulative score will then be an average of each subcomponent rating of 1 - 4. Ineffective - 1 point, Developing - 2 points, Effective - 3 points, and Highly Effective - 4 points. The cumulative score will then be an average ranging from 1 - 4. After receiving that average score for each of the three components, the conversion chart (see attached) will convert their score into a total of 60 points. Each component is weighed equally.

Components are as follows:

Formal Observation - 20 points (will measure domains 1 - 3)

Informal Observation - 20 points (will measure domains 1 - 3)

Domain 4 artifacts - 20 points (will measure domain 4)

Final composite scores will be out of 100 and rounded to the nearest whole number. In no instance, will rounding rules result in a teacher scoring outside of their HEDI band.

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/5091/148870-eka9yMJ855/Task 4 Explanation of point conversion for other measure of effectiveness.docx](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers receiving a total score for other measure of 59 - 60 will be deemed highly effective.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers receiving a total score for other measure of 57 - 58 will be deemed effective.

Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers receiving a total score for other measure of 49 - 56 will be deemed developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers receiving a total score for other measure of 0 - 48 will be deemed ineffective

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Thursday, July 05, 2012

Updated Monday, December 17, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Thursday, July 05, 2012

Updated Tuesday, November 27, 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/5265/148896-Df0w3Xx5v6/TIP Plan for 2012 - 2013 DRAFT.doc](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*The assurance is that teachers and principals must receive their composite scores no later than September 1 of the school year next following school year for which they are being evaluated. Therefore, the appeal process will be triggered on or before September 1, when the teacher or principal receives his or her composite score.*

APPEALS PROCESS

*The new APPR law provides that a teacher or principal is not authorized to trigger the appeal process until he or she receives a composite score. For teachers and principals receiving State-generated scores based on student growth or value-added measures, this means that a composite score will not be available until the state assessment subcomponent score is generated by the State. Teachers and principals must receive their composite scores no later than September 1 of the school year next following the school year for which they are being evaluated. Therefore, the appeal process will be triggered on or before September 1, when the teacher or principal receives his or her composite score.*

*Only a unit member who is covered by N.Y. Education Law § 3012c (“Covered Unit Member” or “teacher”) may appeal the result of a performance review and/or an improvement plan pursuant to the following procedure:*

*a. A Covered Unit Member may challenge only the substance of an APPR, the District’s adherence to the statutory standards and methodologies required for such review, the District’s compliance with its own procedures and timelines for conducting the APPR and the Regulations of the Commissioner of Education and/or the issuance or implementation of a teacher improvement plan (“TIP”). Such challenge must be submitted in writing to the Administrator performing the review, together with any supporting documentation. The challenge must explain in detail the specific reason(s) why the matter identified is the subject of the challenge. A teacher may not file multiple appeals regarding the same APPR or TIP. 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. All supporting information must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered. In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief. The challenge must be submitted within fifteen calendar days of the receipt of the APPR and/or TIP which is the subject of the challenge, or other act complained of, or it is deemed waived. For purposes of this Memorandum of Agreement, calendar days shall exclude the periods of the Winter, February and April recesses. The Administrator involved will schedule a meeting within 5 days to discuss the challenge. A Covered Unit Member may select an Association representative to participate in the meeting. Within fifteen calendar days of the meeting, the Administrator who issued the APPR and/or TIP shall submit to the teacher a detailed written response to the Appeal. The response must include any additional documents or written materials specific to the point(s) of disagreement that support the response and are relevant to the resolution of the appeal. For a tenured teacher who received a rating of “highly effective”, “effective” or “developing”, or a non-tenured teacher who received any rating, including “ineffective”, the Administrator’s determination shall be final. If that teacher disagrees with the response, the teacher may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.*

*b. If a tenured Covered Unit Member received a rating of “ineffective” and disagrees with the Administrator’s response to the challenge, the teacher may submit the challenge, the Administrator’s response, and a written statement explaining in detail the reason(s) for disagreement with the response to the Superintendent of Schools within seven calendar days of receipt of the Administrator’s response. A meeting will be scheduled within 5 days to discuss the appeal. The tenured Covered Unit Member may select an Association representative to participate in the meeting. The Superintendent shall render a final determination on the challenge within ten calendar days thereafter.*

*c. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to any such challenge or determination. The teacher, of course, retains any defenses he or she may have in the event the APPR or TIP is utilized in a subsequent 3020-a proceeding. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District’s non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher at any time including during the pendency of an appeal hereunder, for reasons other than performance, and any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Agreement.*

## 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.

*Lead evaluators and evaluators will be certified annually by the Superintendent of Schools. Lead evaluators and evaluators must provide documentation of training as evidenced in the 9 ISLLC standards. In addition, all lead evaluators and evaluators will receive training on the Danielson 2007 rubric. Inter-rater reliability will take place at that training.*

*Building and District Level Administrators received intensive training on the Danielson Rubric by a certified Danielson trainer prior to the start of the school year. More training will take place quarterly to calibrate administrators.*

*All district level administrators are also training all staff at faculty meetings and administrator meetings.*

*Prior to the start of the school year, all evaluators will be trained in the third party assessment and eDoctrina administration and use.*

*Administrators will be provided with refresher training on Data Warehouse and APPR evaluation annually here on in, and recertified every summer.*

*The following includes any and all training to date for the North Tonawanda City School District:*

*RTTT Evaluator Certification*

*DATES of TRAINING Description of Training NYSED Requirements for Training*

*Regional Training October:*

*10/26—8:30-11:30 or 12:30-3:30*

*10/28—8:30-11:30 or 12:30-3:30 Building and District Administrators are invited to attend the first session of the Evaluator Certification Series. This session will satisfy three of the nine requirements from Section 30-2.9:*

- New York State Teaching Standards, their related elements and performance indicators.*
- Evidence-based observation techniques.*
- Application and use of State Approved teacher rubric. (This session will focus on Charlotte Danielson's Frameworks.)*

*#1 - New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable.*

*#2 - Evidenced based observation techniques that are grounded in research.*

*#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.*

*In-House Administrative Training:*

*December*

*Duration – 3 hours to review webinar and documentation to support understanding Webinar titled Other Assessment Tools Beyond the Classroom #5 - Application and use of any assessment tools that the school district or BOCES utilize 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.*

*In-House Administrative Training:*

*January*

*Duration: 2 hours Webinar titled Leadership Standards and Principal Evaluation Rubrics #1 - New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable.*

*#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.*

*Regional Training:*

*February:*

*2/15 8:30 – 11:30 or 12:30 – 3:30*

*Training for Lead Evaluators and Principals*

*Agenda:*

- Highly Effective Leaders*
- ISLLC Standards and Evidence*
- Tools Protocols*
- Principal Rubrics – MPPR*
- SLO #1 - New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable.*

*#2 - Evidenced based observation techniques that are grounded in research.*

*#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 utilize 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.*

*Regional Training:*

*4/3—12:30-3:30 or 4:00-7:00*

*4/4—8:30-11:30 or 12:30-3:30*

*Student Learning Objectives*

*Agenda:*

- Evaluation System*
- Review of Purple Memo*
- Identifying criteria for writing SLO's*
- Samples*
- Group work to create SLO's #1 - New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable.*

*#2 - Evidenced 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 utilize 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 measure of student achievement used by the school district or BOCES to evaluate its teachers or principals.

*Regional Training*

5/1—12:30-3:30 or 4:00-7:00

5/2—8:30-11:30 or 12:30-3:30

*SLO's*

- Answers to SLO's
- District Decisions
- Establishing Targets and Expectations for SGP's
- Understanding Banding/Target Setting Process
- Elements of a Quality SLO

#1 - New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable.

#2 - Evidenced 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 utilize 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 measure of student achievement used by the school district or BOCES to evaluate its teachers or principals.

#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.

*Regional Training:*

June 7, 2012

June 12, 2012

8:30 – 11:30 or 12:30 – 3:30 Teacher and Principal SLO's

*Agenda:*

- Scoring SLO's
- 4 stages of the SLO process
- Team, Group, School-Wide SLO's
- Principal SLO's
- State 20% vs. Local 20% #1 - New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable.

#2 - Evidenced 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 utilize 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 measure of student achievement used by the school district or BOCES to evaluate its teachers or principals.

#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.

*In-House Administrative Training:*

August 29, 2012

Duration: 3 hours Trained in Danielson (by Certified Danielson Trainer)

## *Elements of the 2007 Rubric*

### *Domains*

*Training for inner rater reliability specifically as it applies to teacher observation across the district. #1 - New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable.*

*#2 - Evidenced based observation techniques that are grounded in research.*

*#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.*

*In-House Administrative Training:*

*August 30, 2012*

*Duration: 2 hours*

*Reviewing data and protocols for information system reporting*

*#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.*

*#7 – Use of the Statewide Instructional Reporting System*

*In-House Administrative Training:*

*October 29, 2012*

*Duration: 1.5 hours Annotated Rubric for SLO's*

*• Understanding Elements of a Quality SLO*

*• Peer Review Process*

*• Submission and rubric*

*• Providing Feedback*

*• Consistency in adopting district set targets for growth 6. Application and use of any State-approved locally selected measure of student achievement used by the school district or BOCES to evaluate its teachers or principals.*

*#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.*

*November 14, 2012*

*Duration: 3 hours Trained in Danielson (by Certified Danielson Trainer)*

*• Elements of the 2007 Rubric*

*• Domains*

*• Training by viewing a teacher lesson and anchoring responses of evaluators for purposes of calibration and inner rater reliability.*

*#1 - New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable.*

*#2 - Evidenced based observation techniques that are grounded in research.*

*#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.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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

Created Thursday, July 05, 2012

Updated Monday, October 22, 2012

## Page 1

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

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

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

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

K - 6
7 - 8
9 -12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	This section is not applicable as all of our building admin will have a value-added score.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	This section is not applicable as all of our building admin will have a value-added score.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	This section is not applicable as all of our building admin will have a value-added score.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	This section is not applicable as all of our building admin will have a value-added score.

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

*(No response)*

## 7.4) Special Considerations for Comparable Growth Measures

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

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

*The district will not be making any adjustments, controls or special considerations.*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Thursday, July 05, 2012

Updated Tuesday, November 27, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K - 6	(d) measures used by district for teacher evaluation	New York State ELA and Mathematics Grades 3 - 6, New York State Science Assessment Grade 4
7 - 8	(d) measures used by district for teacher evaluation	New York State ELA and Mathematics State Assessment Grades 7 -8, New York State Science Assessment Grade 8
9 - 12	(d) measures used by district for teacher evaluation	Regents Comprehensive English 11 and Regents Integrated Algebra

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>See attached for definition and calculation of how each point can be obtained.</p> <p>Grade K - 6: Performance Index for ELA and Mathematics will be identified from grades 3-6, district wide. A formula will be developed as follows: Step 1: ELA PI + Math PI + Science PI = ____:600 Step 2: Divide total score by 600 Step 3: Multiply by 15 Step 4: Round to equate to HEDI score</p> <p>Grades 7 8: Performance Index for ELA and Mathematics will be identified from grades 7-8, district wide. A formula will be developed as follows: Step 1: ELA PI + Math PI + Science PI = ____:600</p>
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Step 2: Divide total score by 600  
 Step 3: Multiply by 15  
 Step 4: Round to equate to HEDI score

Grades 9- 12:  
 Performance Index for ELA 11 and Integrated Algebra will be identified from grades 9-12, district wide.  
 A formula will be developed as follows:  
 Step 1: ELA PI + Math PI = \_\_\_\_\_:400  
 Step 2: Divide total score by 400  
 Step 3: Multiply by 15  
 Step 4: Round to equate to HEDI score

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

After the ELA PI, Math PI and Science rate (when applicable) are calculated and they yield a score of 14 and 15, principals are highly effective

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

After the ELA PI, Math PI and Science rate (when applicable) are calculated and they yield a score of 8 - 13, principals are effective

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

After the ELA PI, Math PI and Science rate (when applicable) are calculated and they yield a score of 3 - 7, principals are developing

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

After the ELA PI, Math PI and Science rate (when applicable) are calculated and they yield a score of 0 - 2, principals are 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.

*assets/survey-uploads/5366/148918-qBFVOWF7fC/Task 8 Local Explanation - Administrators with 2012 data - Final for Review Room.docx*

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	This is not applicable as all our building admin would receive 15 points for a local score
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	This is not applicable as all our building admin would receive 15 points for a local score
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	This is not applicable as all our building admin would receive 15 points for a local score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	This is not applicable as all our building admin would receive 15 points for a local score

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.

*The district will not be making any adjustments, controls, or special considerations.*

### 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.

*(No response)*

### 8.5) Assurances

Please check all of the boxes below:

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

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

# 9. Other Measures of Effectiveness (Principals)

Created Thursday, July 05, 2012

Updated Tuesday, December 18, 2012

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## 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.	Checked
9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

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

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

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

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

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

*(No response)*

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

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.

*For principal observations, the following breakdown defines scores earned. Final composite scores will be out of 100 and rounded to the nearest whole number. In no instance, will rounding rules result in a principal scoring outside of their HEDI band.*

*Up to 60 points will be accumulated based on site visits announced and unannounced, artifacts, and conferences. See attachment which defines all points earned.*

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/5143/148928-pMADJ4gk6R/principal rubric NTSAAv1.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.	Overall performance and results exceed expectations of leadership standards and will yield a score of 59 - 60
Effective: Overall performance and results meet standards.	Overall performance and results meet expectations of leadership standards and will yield a score 57 - 58.8
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet expectations of leadership standards and will yield a score of 50 - 56.3
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet leadership standards and will yield a score of 0 - 49

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59 - 60
Effective	57 - 58.8

Developing	50 - 56.3
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 Thursday, July 05, 2012

Updated Monday, October 22, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

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

#### **Highly**

#### **Effective**

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

Results are well above District- or BOCES- adopted expectations for 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 Thursday, July 05, 2012

Updated Tuesday, December 04, 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/5276/148942-Df0w3Xx5v6/PIP Final.DOC*

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Principals must receive their composite score no later than September 1 next following the school year for which they are being evaluated. Therefore, an appeal process will be triggered on or before September 1, when the principal receives his or her composite score.*

*The District shall provide timely and constructive feedback to building principals on their APPR by providing each principal with his or her scores on the attached form within 30 days of the District receiving the principal's State subcomponent score.*

*For those building principal with a composite score of Developing or Ineffective the District shall develop and implement a Principal*

Improvement Plan (PIP) as required under §30-2.10. The District shall formulate and commence implementation of a PIP for such principal as soon as practicable but in no case later than 10 school days after the opening of classes in the school year following the school year for which such principal's performance is being measured.

Upon receiving a rating of "developing" or "ineffective" a principal shall be provided with a PIP. The PIP shall be provided as soon as practicable, but in no case later than ten days after the date on which principal is required to report prior to the opening of classes for the school year. The Parties understand and agree that the sole and exclusive purpose of the PIP is the improvement of principal practice and that issuance of a PIP is not a disciplinary action. The PIP shall be developed in consultation with the principal. A union representative shall be afforded at the principal's request. The Association president shall be timely informed whenever a principal is placed on a PIP and, with the agreement of the principal, shall be provided with a copy of the PIP.

A PIP shall clearly specify: (i) the area(s) in need of improvement; (ii) the performance goals, expectations, benchmarks, standards and timelines the principal must meet in order to achieve an effective rating; (iii) how improvement will be measured and monitored, and provide for periodic reviews of progress; and (iv) the appropriate differentiated professional development opportunities, materials, resources and supports the district will make available to assist the principal including, where appropriate, the assignment of a mentor principal.

The principal, mentor (if one has been assigned) and an association representative (if requested by the principal) shall meet, according to the schedule identified in the PIP, to assess the effectiveness and appropriateness of the PIP, for the purpose of assisting the principal to achieve the goals set forth in the PIP. Based on the outcome of this assessment, the PIP shall be modified accordingly. A principal who believes that the terms of a PIP are arbitrary, unreasonable, inappropriate or defective, or that the District has failed to meet its obligation to properly implement the terms of the PIP, may seek relief through an appeal to the Superintendent. The decision of the Superintendent on the merits of the PIP shall be final.

All costs associated with the implementation of a PIP including, but not limited to, tuition, fees, books, and travel, shall be borne by the District in their entirety.

#### APPEALS PROCESS

The new APPR law provides that a teacher or principal is not authorized to trigger the appeal process until he or she receives a composite score. For teachers and principals receiving State-generated scores based on student growth or value-added measures, this means that a composite score will not be available until the state assessment subcomponent score is generated by the State. Teachers and principals must receive their composite scores no later than September 1 of the school year next following the school year for which they are being evaluated. Therefore, the appeal process will be triggered on or before September 1, when the teacher or principal receives his or her composite score.

a. A Covered Unit Member may challenge only the substance of an APPR, the District's adherence to the statutory standards and methodologies required for such review, the District's compliance with its own procedures and timelines for conducting the APPR and the Regulations of the Commissioner of Education and/or the issuance or implementation of a principal improvement plan (PIP). Such challenge must be submitted in writing to the Administrator performing the review, together with any supporting documentation. The challenge must explain in detail the specific reason(s) why the matter identified is the subject of the challenge. A principal may not file multiple appeals regarding the same APPR or PIP. 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. All supporting information must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered. In an appeal, both the district and the principal/union will present all available evidence and documents pertaining to the appeal of the section of the evaluation titled Other Measures. The challenge must be submitted within fifteen calendar days of the receipt of the APPR and/or PIP which is the subject of the challenge, or other act complained of, or it is deemed waived. Appeals of annual professional performance reviews may only be brought for ineffective. An appeal may only be initiated once a principal receives the overall composite score and rating. For purposes of this Memorandum of Agreement, calendar days shall exclude the periods of the Winter, February and April recesses. The Administrator involved will schedule a meeting to discuss the challenge within five (5) days. A Covered Unit Member may select an Association representative to participate in the meeting. Within fifteen calendar days of the meeting, the Administrator who issued the APPR and/or PIP shall submit to the principal a detailed written response to the Appeal. The response must include any additional documents or written materials specific to the point(s) of disagreement that support the response and are relevant to the resolution of the appeal. For a tenured principal who received a rating of "highly effective" or "effective", or a non-tenured principal who received any rating, including "developing" or "ineffective", the District Supervisor's determination shall be final. If that principal disagrees with the response, the principal may submit a written statement outlining the basis for that disagreement to be included in his/her file along with the disputed Annual Professional Performance Review.

b. If a tenured Covered Unit Member received a rating of "ineffective" or "developing" and disagrees with the District Supervisor's response to the challenge, the principal may submit the challenge, the District Supervisor's response, and a written statement explaining in detail the reason(s) for disagreement with the response to the Superintendent of Schools within seven calendar days of receipt of the District Supervisor's response. A meeting will be scheduled to discuss the appeal within five (5) days. The tenured Covered Unit Member may select an Association representative to participate in the meeting. The Superintendent shall render a determination on the challenge within ten calendar days thereafter.

c. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Bargaining Agreement shall not apply to any such challenge or determination. The principal, of course, retains any defenses he or she may have in the event the APPR or PIP is utilized in a subsequent 3020-a proceeding. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary principal at any time including during the pendency of an appeal hereunder, for

reasons other than performance, and any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Bargaining.

d. If after the Superintendent's response the principal wishes to proceed with the appeal the following apply. Within (5) business days of the Superintendent's response, a single individual hearing officer will be selected from a list of hearing officers provided by PERB approved mutually by the district and bargaining unit representing the principals. In the event the parties cannot select a hearing officer from the list, they will follow the applicable selection process prescribed by PERB. When possible both district and principal can agree to use a mutually agreed to neutral third party as a hearing officer.

The parties agree that:

a. The hearing officer shall hear appeals in a timely manner after the appeal is made. Wherever possible, the hearing shall take place no less than five (5) business days nor more than fifteen (15) business days after the hearing officer is selected. If not possible, the process will remain timely and expeditious.

b. The hearing shall be conducted in no more that (1) business day unless extenuating circumstances are present and the hearing officer agrees to a second day.

c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.

d. The parties shall exchange an anticipated witness list no less than (2) business days before the scheduled hearing.

e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.

f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. Both sides may include the presentation of material, witness and/or affidavits in lieu of testimony.

#### DECISION

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such a decision shall be a final decision.

The decision shall set forth the reasons and the factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

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

This appeal procedure shall constitute the means of initiating, reviewing and resolving challenges to a principal performance review or improvement performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

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

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

Lead evaluators and evaluators will be certified by the Superintendent of Schools. Lead evaluators and evaluators must provide documentation of training as evidenced in the 9 ISLLC standards. In addition, all lead evaluators and evaluators will receive training on the Danielson 2007 rubric. Inter-rater reliability will take place at that training.

The district participated in inner-rater reliability training with a certified Danielson trainer both through Orleans/Niagara BOCES and within district. . This happened prior to the school year and will continue quarterly. There will be an annual recertification for all administrators every summer.

Prior to the start of the school year, all evaluators will be trained in the third party assessment and eDoctrina administration and use.

Administrators will be provided with refresher training on Data Warehouse and SIR.

For Administrators, training has been provided in the MPPR rubric which aligns with the ISLLC Standards. Refresher and recertification will take place on an annual basis to ensure certified evaluators.

## 11.5) Assurances -- Evaluators

Please check the boxes below:

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• Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals   Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following	Checked
---	---------

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Thursday, July 05, 2012

Updated Monday, December 17, 2012

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### Page 1

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

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

[assets/survey-uploads/5581/148949-3Uqgn5g9Iu/District Certification Form Part 3.pdf](assets/survey-uploads/5581/148949-3Uqgn5g9Iu/District%20Certification%20Form%20Part%203.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.

**TARGET SETTING AND HEDI BANDS**  
*North Tonawanda City School District*

*The goal for North Tonawanda City School District is as follows:*

100% of my students will meet their individual targets. These goals were differentiated based on pre-assessment scores (also included in the attached rosters). Ranges for targets were assigned using the following bands:

Target Level	Pre-Assessment Score	Target Score
Above Grade Level	≥ 56	85
	46 - 55	75
At Grade Level	36 - 45	70
Below Grade Level	0 - 35	65

Teachers will establish rosters to include all of their students for each SLO. Teachers will record their baseline assessment scores for each student. The roster will calculate the target score based on the range of the baseline score as indicated in the above chart. At the end of the semester/school year, the teacher will record the summative assessment score and the roster will calculate the number of students who met/exceeded their target score. A percentage will be applied to the chart below to indicate their HEDI score for their SLO.

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
>94%	90-94%	85-89%	82-84%	79-81%	77-78%	75-76%	73-74%	71-72%	69-70%	67-68%	65-66%	58-64%	51-57%	44-50%	38-43%	32-37%	26-31%	22-25%	18-21%	<18%

For teachers using STAR Reading and Math Enterprise, students will take a baseline assessment between September 1 – 30, 2012. At that point, the teacher will print out the instructional planning report for each student which indicates their projected target score for the summative assessment. In the end, the roster will indicate, by percentage, the amount of students that met/exceeded their target score. A percentage will be applied to the chart below to indicate their HEDI score for their SLO.

The following conversion scale will be used to translate the overall average rubric scores for each domain to the 60 point distribution for the composite teacher score.

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

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

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
<b>Ineffective 0-49</b>		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31

1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

LEVEL	Overall Rubric Average Score	60 Point Distribution for Composite Score
Ineffective	1.0 – 1.4	0 – 49
Developing	1.5 – 2.4	50 – 56
Effective	2.5 – 3.4	57 – 58
Highly Effective	3.5 – 4.0	59 - 60



# NORTH TONAWANDA CITY SCHOOL DISTRICT

Gregory Woytila, Superintendent of Schools  
 175 Humphrey Street ♦ North Tonawanda, NY 14120-4097 ♦ (716) 807-3538  
 Email: gwoytila@ntschoools.org

## LOCAL MEASURE - APPR

The North Tonawanda School District has opted to use a school-wide measure of student achievement based on a state-provided student growth score.

**Performance Index:** A performance Index (PI) is a value from 0 to 200 that is assigned to an accountability group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4.

*At the elementary/middle level, the PI is calculated using the following equation:*

$$100 \times [(Count\ of\ Continuously\ Enrolled\ Tested\ Students\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ count\ at\ Levels\ 3\ and\ 4) / Count\ of\ All\ Cohort\ Members]$$

*At the secondary level, the PI is calculated using the following equation:*

$$100 \times [(Count\ of\ Cohort\ Members\ Performing\ at\ Levels\ 2,\ 3,\ and\ 4 + the\ Count\ at\ Levels\ 3\ and\ 4) / Count\ of\ All\ Cohort\ Members]$$

A list of tests used to measure student performance for accountability is available at [www.p12.nysed.gov/irs](http://www.p12.nysed.gov/irs)

## Performance Index APPR Calculation

Locally Selected Measure of Student Achievement for Administrators in Grades for which there is an Approved Value-Added Measure (15 points)

School	Performance Index		Science 4 & 8	ELA + Math + Science	Divide by (400 HS) 600	Multiply By 15	HEDI Score
	ELA	Math					
NTHS	182.93	173.77		356.7	.89	13.4	Effective
Drake	149.39	172.24	189.66	511.29	.85	12.8	Effective
Spruce	147.19	155.28	180.65	483.12	.81	12.2	Effective
Ohio	148.81	163.98	188.24	501.03	.84	12.6	Effective
Meadow	151.09	168.91	182.14	502.14	.84	12.6	Effective
NTMS	140.33	155.59	141.64	437.56	.73	11.0	Effective

**HEDI Rating Scale:**

Locally Selected Measure of Student Achievement for Administrators in Grades for which there is an Approved Value-Added Measure (15 points)

<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
15	13	7	2
14	12	6	1
	11	5	0
	10	4	
	9	3	
	8		

Local 15pt. Rating for Administrators:

<b>School</b>	<b>HEDI Score</b>	<b>Rating</b>
NTHS	13.4	Effective
Drake	12.8	Effective
Spruce	12.2	Effective
Ohio	12.6	Effective
Meadow	12.6	Effective
NTMS	11.0	Effective

**Performance Index APPR Calculation**

Locally Selected Measure of Student Achievement for Administrators in Grades for which there is not an Approved Value-Added Measure (20 points)

- All other administrators will receive a state measure score comprised of 20 points. The local measure value is 20 points.

School	Performance Index		Science 4 or 8	ELA + Math + Science	Divide by 400(HS) 600	Multiply By 20	HEDI Score
	ELA	Math					
NTHS	182.93	173.77		356.7	.89	17.8	Highly Effective
Drake	149.39	172.24	189.66	511.29	.85	17	Effective
Spruce	147.19	155.28	180.65	483.12	.81	16.2	Effective
Ohio	148.81	163.98	188.24	501.03	.84	16.8	Effective
Meadow	151.09	168.91	182.14	502.14	.84	16.8	Effective
NTMS	140.33	155.59	141.64	437.56	.73	14.6	Effective

**HEDI Rating Scale:**

Locally Selected Measure of Student Achievement for Administrators in Grades for which there is not an Approved Value-Added Measure (20 points)

Highly Effective	Effective	Developing	Ineffective
20	17	8	2
19	16	7	1
18	15	6	0
	14	5	
	13	4	
	12	3	
	11		
	10		
	9		

Local 20pt. Rating for Administrators:

School	HEDI Score	Rating
NTHS	17.8	Highly Effective
Drake	17	Effective
Spruce	16.2	Effective
Ohio	16.8	Effective
Meadow	16.8	Effective
NTMS	14.6	Effective

**Administrator's Name:**

**Position:**

**Evaluator:**

**Date:**

**Multidimensional Principal Performance Rubric**

<b>Domain 1: Shared Vision of Learning</b>	
	Culture
	Sustainability

<b>Domain 2: School Culture and Instructional Program</b>	
	Culture
	Instructional Program
	Capacity Building
	Sustainability
	Strategic Planning Process

<b>Domain 3: Safe, Efficient, Effective Learning Environment</b>	
	Capacity Building
	Culture
	Sustainability
	Instructional Program

<b>Domain 4: Community</b>	
	Strategic Planning Process: Inquiry
	Culture
	Sustainability

<b>Domain 5: Integrity, Fairness, Ethics</b>	
	Sustainability
	Culture

<b>Domain 6: Political, Social, Economic, Legal and Cultur</b>	
	Sustainability
	Culture

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 (Signature)

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 (Signature)

Evaluator's Comments	Relative Value of Each Domain	Relative Value of Each Subdomain	Evaluator's Rating (0 - 4)
		0.7500	0
		0.2500	0
<b>Total</b>	<b>15%</b>	<b>1.0000</b>	<b>0</b>

		0.3000	0
		0.3000	0
		0.1334	0
		0.1334	0
		0.1332	0
<b>Total</b>	<b>30%</b>	<b>1.0000</b>	<b>0</b>

ent			
		0.2500	0
		0.2500	0
		0.1225	0
		0.3775	0
<b>Total</b>	<b>30%</b>	<b>1.0000</b>	<b>0</b>

		0.3555	0
		0.1445	0
		0.5000	0
	<b>Total</b>	<b>10%</b>	<b>1.0000</b>
			<b>0</b>

		0.5000	0
		0.5000	0
	<b>Total</b>	<b>10%</b>	<b>1.0000</b>
			<b>0</b>

<b>al Context</b>			
		0.2000	0
		0.8000	0
	<b>Total</b>	<b>5%</b>	<b>1.0000</b>
			<b>0</b>


Evaluator's Rating Scale	
0	Not Observed
1	Ineffective
2	Developing
3	Effective
4	Highly Effective

Weighted Subdomain Scores	WEIGHTED DOMAIN SCORE
0	
0	
<b>0.0</b>	
<b>0.0</b>	

Conversion Chart		
HEDI Scoring Bands	Average Rubric Score	Low-Port Conversion Score
Ineffective (0 - 49)	1	0.0
	1.1	12.0
	1.2	25.0
	1.3	37.0
	1.4	49.0
Developing (50 - 56.3)	1.5	50.0
	1.6	50.7
	1.7	51.4
	1.8	52.1
	1.9	52.8
	2	53.5
	2.1	54.2
	2.2	54.9
	2.3	55.6
	2.4	56.3
Effective (57 - 58.8)	2.5	57.0
	2.6	57.2
	2.7	57.4
	2.8	57.6
	2.9	57.8
	3	58.0
	3.1	58.2
	3.2	58.4
	3.3	58.6
	3.4	58.8
Highly Effective (59 - 60)	3.5	59.0
	3.6	59.3
	3.7	59.5
	3.8	59.8
	3.9	60.0
	4	60.0

Weighted Subdomain Scores	WEIGHTED DOMAIN SCORE
0	
0	
0	
0	
0	
<b>0.0</b>	
<b>0.0</b>	

Weighted Subdomain Scores	WEIGHTED DOMAIN SCORE
0	
0	
0	
0	
<b>0.0</b>	
<b>0.0</b>	

Final Rating

0.0

Conversion Score:

58.2

	<b>WEIGHTED DOMAIN SCORE</b>
0	
0	
0	
<b>0.0</b>	<b>0.0</b>

	<b>WEIGHTED DOMAIN SCORE</b>
0	
0	
<b>0.0</b>	<b>0.0</b>

	<b>WEIGHTED DOMAIN SCORE</b>
0	
0	
<b>0.0</b>	<b>0.0</b>



# NORTH TONAWANDA CITY SCHOOL DISTRICT

## Teacher Improvement Plan 2012 - 2013

### What is the objective of this?

- A core process of quality and continuous improvement in teacher performance. Goals provide direction and focus. As we continue to Strive for Excellence and address the priority areas identified in the North Tonawanda City School District, it is important for us all to identify what to focus efforts towards for the upcoming school year and create an action plan that will lead ineffective or developing teachers to reach those goals.
- Goals help define exactly what the "future state" looks like and how it will be measured. Or, as Webster defines it: "The purpose toward which an endeavor is directed; an objective." One way to set goals is to utilize the "SMART" goal format.

Department / Team:

Teacher Name:

North Tonawanda City School District Priority Area:

Student Achievement Focus Area #1:

Rationale:

SMART Goal:

Task to be Completed	What other individual / group / committee will be involved in this, if any?	What steps will you take and when will you take them?	How will you measure success?	What resources do you need, if any?



# NORTH TONAWANDA CITY SCHOOL DISTRICT

## Teacher Improvement Plan 2012 - 2013

Regularly, throughout the year, teachers and administrators will meet to discuss progress towards goals and share ideas to support the process of teacher improvement. The teacher in need of improvement should submit short updates (see questions below) to building principals / supervisors based on the timeframe outlined here:

*\*Note: Please see FAQ's on the next page for more details and answers to commonly asked questions.*

### Goal Setting and Action Plan Due Dates:

**First Due Date: (November 16, 2012)** – Goal setting and action plan due

- Please describe your goal?
- What evidence will you collect to demonstrate progress?

**Approximately 15 weeks (December 21, 2012)** – evidence collected and progress made towards goals will be discussed during designated meetings.

- Please describe your progress toward this goal?
- What evidence do you have to demonstrate this progress?
- What adjustments, if any, do you need to make to you action plan?

**Approximately 25 weeks (March 1, 2013)** – evidence collected and progress made towards goals will be discussed during designated meetings.

- Please describe your progress toward this goal?
- What evidence do you have to demonstrate this progress?
- What adjustments, if any, do you need to make to you action plan?

**Final Summary 12-13: (June 7, 2013)** – evidence collected and progress made towards goals will be discussed during designated meetings.

- Summary of Progress
- What evidence do you have to demonstrate this progress?
- Possible Areas of Focus for 2013 - 2014

# FAQ's (Frequently Asked Questions)

## What is the objective of this?

- A core process of quality and continuous improvement is goal setting. Goals provide direction and focus. As we continue to Strive for Excellence and address the priority areas identified in the North Tonawanda City School District, it is important for us all to identify what to focus efforts towards for the upcoming school year and create an action plan that will lead us to reach those goals.
- Goals help define exactly what the "future state" looks like and how it will be measured. Or, as Webster defines it: "The purpose toward which an endeavor is directed; an objective." One way to set goals is to utilize the "SMART" goal format.

## What is a SMART GOAL?

- "SMART" stands for:
  - **S**pecific: *Who? What? Where?*
  - **M**easurable: *How will the goal be measured?*
  - **A**ttainable: *Is the goal realistic, yet challenging?*
  - **R**esults-oriented: *Is the goal consistent with other goals established and fits with your immediate and long-range plans?*
  - **T**ime-bound: *Is it trackable and allows for monitoring of progress?*

## How do I write one?

- Goals should be derived from data and should focus on the greatest areas in need of improvement.
- Start by identifying the "big, hairy audacious, critical-few" goals that need to be worked on (*The Most Important Ones!*)
  - Review the data!
  - What are the greatest areas in need of improvement?
- Dig deep and get specific (disaggregate!)
- SMART goals show others how their work "aligns" and relates to the focus of the school
- In other words, keep this in mind when creating your SMART Goals: If all you did was spend time on the identified SMART goals, would the time be well-spent?

## What are some examples of SMART GOALS?

- During the 2012-2013 school year, non-proficient students (as indicated on the Grade 7 NYS Math Assessment) will improve their math concepts and estimation skills by 5% as measured by an increase in the percentage of students correctly answering those questions related to associated performance indicators.
- During the 2012-2013 school year, the number of first grade regular education students improving their writing skills in targeted traits will increase 5% as measured by the Six-Traits scoring rubric monthly grade level assessments.
- During the 2012-2013 school year, all students will be able to independently apply reading comprehension habits of the mind after being provided consistent, congruent strategies across content areas.
- 100% of 12<sup>th</sup> grade students will be prepared for transition to adult life as measured by the completion of a *Transition to Adult Life* program during the 2012-2013 school year.
- Students identified as socio-economically at risk will score 80% proficient or advanced in math, and 75% advanced or proficient in English/Language Arts; and students identified for special education services will score 80% proficient or advanced in math and 80% proficient or advanced in English/Language Arts.
- By effectively implementing technology resources and a balanced instructional approach, 80% of students will demonstrate an improvement of 3 reading levels or more performance from Fall to Spring on local running record assessments.
- The percentage of students scoring in the *Healthy Fitness Zone* will increase by 5% from 2011-2012 to 2012-2013.

## How do we identify areas of student need?

- Start by identifying areas of strengths and weaknesses as evidenced by your students' achievement, historically. Your gut is a good place to start, for example, "My students traditionally struggle most writing good topic sentences." However, don't rely solely on your instincts; you'll need to dig into the data to either confirm or deny your instincts and to further identify the greatest areas of needs with more specificity.

## What data can we use?

- There are endless sources of data available. Data Portfolios have been updated for this school year in all subject areas that take NYS Assessments.
- Additionally, there is local data that has been collected here at the district level. Previous years unit test's item analysis, Running Record scores, Report card comments, Parent Phone logs, are all examples of such data – and they are plenty of other examples too.
- Remember, data can be both quantitative (expressible as a quantity or relating to measurement) and/or qualitative (relating to quality or kind).

### **How many goals do we need to have?**

- Each teacher in need of improvement should establish at least two (2) smart goals directly related to the North Tonawanda City School District goals for the 12-13 School Year. More details about the parameters of your goals will be given by your building administration / supervisor and collaborated with the Director of Curriculum and Instruction as needed.

### **What are my responsibilities for this plan?**

- Teacher in Need of Improvement:
  - To make a professional commitment by delivering instructional strategies that will support progress toward the goal.
  - To collaboratively work towards goal and plan development.
  - To provide at designated meetings evidence of individual data collection, progress monitoring, and goal implementation, to foster active participation and discussion with colleagues, administration, and other support people, of goal progress.
- Building Administrator / Supervisor
  - To facilitate support of plan, scheduling of meetings, facilitation of follow-up and continuous maintenance of goal, compile individual data and provide support/feedback as necessary.

### **How will this be reviewed and used by administration?**

- Building Leaders / Supervisors will meet quarterly to discuss progress toward goals (see quarterly guidelines for specific dates and guidelines.)

### **What types of evaluation tools can I use to demonstrate progress?**

- Assessment scores are probably the most obvious measure to demonstrate progress, but they are certainly not the only method (nor are they even applicable in all content areas.) Just like there are numerous other sources of data to look at when identifying needs, there are likewise many different measures that can be used to demonstrate progress. Checklists, mid-term exams, student writing samples, student performance or project data (and much more) can all be used to show growth.

### **I'm confused. Where can I go for help or to check if I'm on the right track?**

- Your administrator / Supervisor, or the Director of Curriculum and Instruction, will be happy to sit down with and help guide you in developing your goals and your action plans. Just ask!

### **What happens if I don't reach my goals?**

- Reaching our goals is the major objective. If the established goals turn out to be unrealistic, they must be reexamined and modified as appropriate. This is why action plans must be monitored and adjusted continuously by yourself in conjunction with your Administrator / Supervisor / Director of Curriculum and Instruction. You may realize that you need more support to reach your goal and need to communicate those needs to administration. You may realize that your goals don't stretch your students' needs as far as they need to, or that they need to be streamlined. As the year progresses, you should continuously revisit your goals – to maintain focus on the "big picture" and to adjust your action plans as necessary.

# 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:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

## **SECTION V: IMPROVEMENT PLAN**

### **North Tonawanda City School District PRINCIPAL IMPROVEMENT PLAN 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 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 timeline for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between 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 business 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.

**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:      12/17/12

*Gregory J. Wozniak*

Teachers Union President Signature:      Date:      12/17/12

*Bonnie E. Zimmerman*

Administrative Union President Signature:      Date:

*J. A.*      12/17/12

Board of Education President Signature:      Date:

*Frank DeBenedictis*      12/17/12  
*gow*