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

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

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

January 4, 2013

Mary Beth Scullion, Interim Superintendent
Tonawanda City School District
100 Hinds Street
Tonawanda, NY 14150

Dear Superintendent Scullion:

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: Donald Ogilvie

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 Friday, May 18, 2012
Updated Friday, December 21, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

142500010000

1.2) School District Name:

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

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.

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Tuesday, September 18, 2012
Updated Thursday, January 03, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	i-Ready Diagnostic Assessment Curriculum Associates
1	State-approved 3rd party assessment	i-Ready Diagnostic Assessment Curriculum Associates
2	State-approved 3rd party assessment	i-Ready Diagnostic Assessment Curriculum Associates

	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	Using data results from the i-ready diagnostic assessment and other assessment tools, targets for the

this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	final assessment will be established by teachers and principals based on the district expectations for growth for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "conversion chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attachment
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attachment

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	i-Ready Diagnostic Assessment Curriculum Associates
1	State-approved 3rd party assessment	i-Ready Diagnostic Assessment Curriculum Associates
2	State-approved 3rd party assessment	i-Ready Diagnostic Assessment Curriculum Associates

	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.	Using data results from the i-ready diagnostic assessment and other assessment tools, targets for the final assessment will be established by teachers and principals based on the district expectations for growth for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "conversion chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	see attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	see attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	see attachment

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

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	Tonawanda CSD developed 6th grade science asssessment
7	District, regional or BOCES-developed assessment	Tonawanda CSD developed 7th grade science asssessment

	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.	Using data results from a district developed grade/content specific pre- assessment and other assessment tools, targets for the final assessment will be established by teachers and principals based on the district expectations for growth for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "conversion chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	see attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	see attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	see attachment
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	see attachment

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	Tonawanda CSD developed 6th grade Social Studies asssessment

7	District, regional or BOCES-developed assessment	Tonawanda CSD developed 7th grade Social Studiesasssessment
8	District, regional or BOCES-developed assessment	Tonawanda CSD developed 8th grade Social Studies asssessment

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.	Using data results from a district developed grade/content specific pre- assessment and other assessment tools, targets for the final assessment will be established by teachers and principals based on the district expectations for growth for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "conversion chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see attachemnt
Effective (9 - 17 points) Results meet District goals for similar students.	see attachemnt
Developing (3 - 8 points) Results are below District goals for similar students.	see attachemnt
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see attachemnt

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	Tonawanda CSD developed Global 1 asssessment

	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.	Using data results from a district developed grade/content specific pre- assessment and other assessment tools, targets for the final assessment will be established by teachers and principals based on the district expectations for growth for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "conversion chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see attachment
Effective (9 - 17 points) Results meet District goals for similar students.	see attachment
Developing (3 - 8 points) Results are below District goals for similar students.	see attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see attachment

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.	Using data results from a district developed grade/content specific pre- assessment and other assessment tools, targets for the final assessment will be established by teachers and principals based on the district expectations for growth for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "conversion chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see attachment
Effective (9 - 17 points) Results meet District goals for similar students.	see attachment

Developing (3 - 8 points) Results are below District goals for similar students.	see attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see attachment

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.	Using data results from a district developed grade/content specific pre- assessment and other assessment tools, targets for the final assessment will be established by teachers and principals based on the district expectations for growth for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "conversion chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see attachment
Effective (9 - 17 points) Results meet District goals for similar students.	see attachment
Developing (3 - 8 points) Results are below District goals for similar students.	see attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see attachment

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	Scholastic Reading Inventory, Scholastic Inc.
Grade 10 ELA	District, regional or BOCES-developed assessment	Tonawanda CSD developed grade 10 ELA asssessment
Grade 11 ELA	Regents assessment	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.	Using data results from a district developed grade/content specific pre- assessment and other assessment tools, targets for the final assessment will be established by teachers and principals based on the district expectations for growth for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "conversion chart for SLOs."
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	see attachment
Effective (9 - 17 points) Results meet District goals for similar students.	see attachment
Developing (3 - 8 points) Results are below District goals for similar students.	see attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	see attachment

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
	K-3 Art	School/BOCES-wide/group/team results based on State	New York State 3rd Grade ELA Assessment
	K-3 PE	School/BOCES-wide/group/team results based on State	New York State 3rd Grade ELA Assessment
	K-3 Music	School/BOCES-wide/group/team results based on State	New York State 3rd Grade ELA Assessment
	Reading AIS K-3	State-approved 3rd party assessment	i-Ready Diagnostic Assessment Curriculum Associates
	Math AIS K-3	State-approved 3rd party assessment	i-Ready Diagnostic Assessment Curriculum Associates
	4-5 Art	School/BOCES-wide/group/team results based on State	New York State 4th and 5th Grade ELA Assessment
	4-5 PE	School/BOCES-wide/group/team results based on State	New York State 4th and 5th Grade ELA Assessment

	4-5 Music	School/BOCES-wide/group/team results based on State	New York State 4th and 5th Grade ELA Assessment
	4-5 AIS Math	State-approved 3rd party assessment	i-Ready Diagnostic Assessment Curriculum Associates
	4-5 AIS Reading	State-approved 3rd party assessment	i-Ready Diagnostic Assessment Curriculum Associates
	6-8 Art	School/BOCES-wide/group/team results based on State	New York State 6th, 7th and 8th Grade ELA Assessment
	6-8 FACS	School/BOCES-wide/group/team results based on State	New York State 6th, 7th and 8th Grade ELA Assessment
	8 Technology	School/BOCES-wide/group/team results based on State	New York State 6th, 7th and 8th Grade ELA Assessment
	6-8 Music/Band	School/BOCES-wide/group/team results based on State	New York State 6th, 7th and 8th Grade ELA Assessment
	6-8 PE	School/BOCES-wide/group/team results based on State	New York State 6th, 7th and 8th Grade ELA Assessment
	7-8 Health	School/BOCES-wide/group/team results based on State	New York State 6th, 7th and 8th Grade ELA Assessment
	9-12 Business	School/BOCES-wide/group/team results based on State	Comprehensive English Regents
	9-12 Technology	School/BOCES-wide/group/team results based on State	Comprehensive English Regents
	9-12 Art	School/BOCES-wide/group/team results based on State	Comprehensive English Regents
	9-12 PE	School/BOCES-wide/group/team results based on State	Comprehensive English Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers using state-approved third party assessments or district-developed assessments will use data results from a district developed grade/content specific pre-assessment and other assessment tools, targets for the final assessment will be established by teachers and principals based on the district expectations for growth for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "conversion chart for SLOs." Teachers using the School wide results based on New York State 3-8 ELA assessment or the Comprehensive English Regents will receive an average of the ELA teacher's growth scores relevant to their building, if the growth score is based out of 25 points it will be converted to a 20 point scale
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See Attachment

Effective (9 - 17 points) Results meet District goals for similar students.	See Attachment
Developing (3 - 8 points) Results are below District goals for similar students.	See Attachment
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See Attachment

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

assets/survey-uploads/5364/178739-avH4IQNZMh/other coursesstate_2.docx

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/178739-TXEtxx9bQW/SLO Rubric 20%_1.xlsx

2.12) Locally Developed Controls

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

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

N/A

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked

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

3. Local Measures (Teachers)

Created Tuesday, September 25, 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	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment Curriculum Associates
5	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment Curriculum Associates
6	4) State-approved 3rd party assessments	Scholastic Reading Inventory Scholastic Inc.

7	4) State-approved 3rd party assessments	Scholastic Reading Inventory Scholastic Inc
8	4) State-approved 3rd party assessments	Scholastic Reading Inventory Scholastic Inc

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Using data results from the i-ready diagnostic assessment, scholastic reading inventory and other assessment tools, targets for the final assessment will be established by teachers and principals based on the district expectations for growth for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-15 points within the HEDI rating categories as identified on the "conversion chart for SLOs."see attached sheet
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet

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	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment Curriculum Associates
5	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment Curriculum Associates
6	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment Curriculum Associates
7	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment Curriculum Associates
8	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment Curriculum Associates

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.	Using data results from the i-ready diagnostic assessment and other assessment tools, targets for the final assessment will be established by teachers and principals based on the district expectations for growth for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-15 points within the HEDI rating categories as identified on the "conversion chart for SLOs."see attached sheet
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/181566-rhJdBgDruP/SLO Rubric 20%.xlsx

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	i-Ready Diagnostic Assessment Curriculum Associates
1	6(ii) School-wide measure computed locally	i-Ready Diagnostic Assessment Curriculum Associates

2	4) State-approved 3rd party assessments	Scholastic Reading Inventory Scholastic Inc.
3	6(ii) School-wide measure computed locally	i-Ready Diagnostic Assessment Curriculum Associates

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.	Using data results from the i-ready diagnostic assessment, scholastic reading inventory and other assessment tools, targets for the final assessment will be established by teachers and principals based on the district expectations for growth for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "conversion chart for SLOs."e attached sheet Grade 2 teachers will be assigned points based on the percentage of students in their class meet their individual targets. Teachers in grades K-1 and 3 will be assigned points based on the percentage of students in each grade who meet their targets, results from each grade-level will be combined proportionately based on student enrollment.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet

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	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment Curriculum Associates

1	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment Curriculum Associates
2	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment Curriculum Associates
3	4) State-approved 3rd party assessments	i-Ready Diagnostic Assessment Curriculum Associates

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.	Using data results from the i-ready diagnostic assessment and other assessment tools, targets for the final assessment will be established by teachers and principals based on the district expectations for growth for each individual student. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "conversion chart for SLOs." Teachers in grades K-3 will be assigned points based on the percentage of students in each grade who meet their targets, results from each grade-level will be combined proportionately based on student enrollment
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet

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	5) District, regional, or BOCES–developed assessments	Tonawanda CSD Developed 6th grade Science Assessment
7	5) District, regional, or BOCES–developed assessments	Tonawanda CSD Developed 7th grade Science Assessment

8	5) District, regional, or BOCES–developed assessments	Tonawanda CSD Developed 8th grade Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from a district developed grade/content specific pre- assessment and other assessment tools, targets for the final assessment will be established by teachers and principals based on the district expectations for achievement. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "conversion chart for SLOs."
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Tonawanda CSD 6th grade District Developed Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Tonawanda CSD 7th grade District Developed Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Tonawanda CSD 8th grade District Developed Social Studies Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from a district developed grade/content specific pre- assessment and other assessment tools, targets for the final assessment will be established by teachers and principals based on the district expectations for achievement. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "conversion chart for SLOs."
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet

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	5) District, regional, or BOCES–developed assessments	Tonawanda CSD Developed Global 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global 10 Regents
American History	3) Teacher specific achievement or growth score computed locally	NYS US History Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from a district developed grade/content specific pre- assessment and other assessment tools, targets for the final assessment will be established by teachers and principals based on the district expectations for achievement . Based on the number of students that

	meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "conversion chart for SLOs."
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet

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	3) Teacher specific achievement or growth score computed locally	NYS Living Envirnoment Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	NYS Earth Science Regents
Chemistry	3) Teacher specific achievement or growth score computed locally	NYS Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	NYS Physics Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from a district developed grade/content specific pre- assessment and other assessment tools, targets for the final assessment will be established by teachers and principals based on the district expectations for achievement. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "conversion chart for SLOs."

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

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	3) Teacher specific achievement or growth score computed locally	NYS Algebra 1 Regents
Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2 Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from a district developed grade/content specific pre- assessment and other assessment tools, targets for the final assessment will be established by teachers and principals based on the district expectations for achievement. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "conversion chart for SLOs."
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet

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	4) State-approved 3rd party assessments	Scholastic Reading Inventory Scholastic Inc
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Tonawanda CSD Developed 10th grade ELA Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS ELA Regents

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

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

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.	Using data results from a district developed grade/content specific pre- assessment and other assessment tools, targets for the final assessment will be established by teachers and principals based on the district expectations for achievement. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "conversion chart for SLOs."
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet

3.12) All Other Courses

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

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	K-3 Art	5) District/regional/BOCES–developed	Tonawanda CSD developed K-3 Art assessment
	K-3 PE	5) District/regional/BOCES–developed	Tonawanda CSD developed K-3 PE assessment
	K-3 Music	5) District/regional/BOCES–developed	Tonawanda CSD developed K-3 Music assessment
	Reading AIS K-3	4) State-approved 3rd party	AIMSWEB
	Math AIS K-3	4) State-approved 3rd party	AIMSWEB
	4-5 Art	5) District/regional/BOCES–developed	Tonawanda CSD developed 4-5 Art assessment
	4-5 PE	5) District/regional/BOCES–developed	Tonawanda CSD developed 4-5 PE assessment
	4-5 Music/Band	5) District/regional/BOCES–developed	Tonawanda CSD developed 4-5 Music/Band assessment
	Reading AIS 4-5	4) State-approved 3rd party	AIMSWEB
	Math AIS 4-5	4) State-approved 3rd party	AIMSWEB
	6-8 Art	5) District/regional/BOCES–developed	Tonawanda CSD developed 6-8 Art assessment
	6-8 FACS	5) District/regional/BOCES–developed	Tonawanda CSD developed 6-8 FACS assessment
	8 Technology	5) District/regional/BOCES–developed	Tonawanda CSD developed 8 Technology assessment
	6-8 Chorus	5) District/regional/BOCES–developed	Tonawanda CSD developed 6-8 Music assessment
	6-8 PE	6(ii) School wide measure computed locally	Scholastic Reading Inventroy Scholastic Inc
	6-8 Band	5) District/regional/BOCES–developed	Tonawanda CSD developed 6-8 Band assessment
	6-8 General Music	5) District/regional/BOCES–developed	Tonawanda CSD developed 6-8 General Music assessment
	7-8 Health	6(ii) School wide measure computed locally	Scholastic Reading Inventroy Scholastic Inc
	7-8 LOTE Spanish	5) District/regional/BOCES–developed	Tonawanda CSD developed 7-8 Spanish assessment
	7-8 Lote French	5) District/regional/BOCES–developed	Tonawanda CSD developed 7-8 French assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using data results from a district developed grade/content specific pre- assessment and other assessment tools, targets for the final assessment will be established by teachers and principals based on the district expectations for achievement. Based on the number of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the "conversion chart for SLOs." Teachers using the Scholastic Reading Inventory will be assigned points based on the percentage of students in each course who meet their targets, results from each course will be combined proportionately based on student enrollment
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	see attached sheet
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached sheet

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)

assets/survey-uploads/5139/181566-Rp0Ol6pk1T/other courseslocal.docx

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/181566-y92vNseFa4/SLO Rubric 20%_1.xlsx

3.14) Locally Developed Controls

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

N/A

3.15) Teachers with More Than One Locally Selected Measure

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

We will average the scores of the teachers that have more than one locally selected measure, proportionally based on student population.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, September 25, 2012
Updated Thursday, January 03, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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.

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 Teaching standards.

B. The District shall use the approved teacher rubric entitled Charlotte Danielson's Framework for Teaching (2011 Revised Edition) teacher Practice Rubric (see Appendix C).

C. Multiple observations shall account for 60 points under this subpart, including announced and unannounced.

D. The sub components of each Domain can be assigned a numerical score from 1 to 4. Each sub component is averaged together to

come up with a Domain rating using numerical score 1 to 4. The 4 Domains are then averaged together to determined a final Rubric average. The final Rubric average is converted using the 60% Rubric Conversion Chart (see attachment)

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/5091/181568-eka9yMJ855/APPR 60% Checklist and Rating Sheetforstate_1.xlsx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The components of each Domain are averaged and then all 4 Domains are averaged together to determined a final Rubric average. The final Rubric average is converted using the final 60% Rubric Conversion Chart to get a composite score of 59 or 60 to be Highly Effective
Effective: Overall performance and results meet NYS Teaching Standards.	The components of each Domain are averaged and then all 4 Domains are averaged together to determined a final Rubric average. The final Rubric average is converted using the final 60% Rubric Conversion Chart to get a composite score of 57 or 58 to be Effective
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The components of each Domain are averaged and then all 4 Domains are averaged together to determined a final Rubric average. The final Rubric average is converted using the final 60% Rubric Conversion Chart to get a composite score of 50 to 56 to be Developing
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The components of each Domain are averaged and then all 4 Domains are averaged together to determined a final Rubric average. The final Rubric average is converted using the final 60% Rubric Conversion Chart to get a composite score of 0 or 49 to be 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	2

4.6) Observations of Probationary Teachers | Informal/Short	1
4.6) Observations of Probationary Teachers | Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers | Formal/Long	1
4.7) Observations of Tenured Teachers | Informal/Short	2
4.7) Observations of Tenured Teachers | Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0

Informal/Short	0

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

- In Person

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

- In Person

5. Composite Scoring (Teachers)

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Updated Monday, November 26, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	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 Tuesday, September 25, 2012
Updated Wednesday, December 26, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/181571-Df0w3Xx5v6/Teacher Improvement Plan Form.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Procedure

•Any teacher shall have the right to respond, in writing, to his/her APPR. Such written response will be attached to and made part of the final APPR document for that teacher. Any written response by the teacher must be submitted within 5 school days after receipt of the final APPR.

•Formal appeals of an APPR shall be limited to those where the teacher has received an overall composite rating of "ineffective" or "developing".

•The teacher shall submit such information as the teacher may deem relevant and necessary to assist the panel or superintendent to reach a decision on an appeal. Such information may include, but is not limited to: class size, student attendance, relative overall strengths and/or weaknesses of the class, program changes, etc. The panel or superintendent shall consider the weight, if any, to be applied to such submissions as part of its deliberations.

•For the purpose of the appeals procedure, the term "day" used hereafter shall refer to regularly scheduled work days set forth in the school calendar.

•No teacher shall be subjected to any disciplinary action pursuant to Education Law §3020-a based on an APPR containing any proven procedural violation or during the time period which an APPR is under appeal.

Step 1: Panel Review
•The parties agree to establish an annual panel to hear all APPR appeals. The panel shall consist of 2 representatives chosen by the Association and 2 representatives chosen by the District, not to include the superintendent. In the event that a representative from either party is directly involved in the APPR that is being appealed or should a conflict of interest exist between a panel member and the teacher filing the appeal, then that party shall appoint an alternate representative for that specific appeal. All panel members and potential alternates shall receive training on the selected evaluation rubric.

•The Teacher shall file a written appeal within five (5) days after receipt of a final APPR. The teacher shall complete a Formal APPR Appeal Form, and submit this form along with any written documentation/evidence in support of the appeal. This written appeal shall be filed with the administrator who completed the APPR for that specific teacher, with copies of the Appeal Form to the Association and the Superintendent.

•Within ten (10) days after a written appeal is filed, the agreed upon APPR panel will convene to review the APPR, appeal, and supporting documentation. The panel may also request additional explanation from either the teacher and/or evaluator as deemed necessary or appropriate. The consensus decision of the panel shall be in writing and shall be delivered to the teacher, the Association, and the Superintendent. The panel may either sustain the evaluation rating or overturn the rating, whole or in part, based upon the findings of the hearing.

•The panel decision will be final and binding if consensus is achieved. The decision of the panel shall be issued in writing no more than 20 days from the filing date of the written appeal.

•If the panel is unable to come to consensus on a decision about the appeal, then the appeal shall move directly to Step 2 of the appeal's process.

Step 2 – Final Review
•The superintendent shall serve as the final reviewer.

•The decision of the superintendent shall be final and binding. The decision shall be set forth in writing, including the reason(s) for the determination on each of the specific issues raised in the teacher's appeal. The written decision shall be provided to the teacher, Association, and evaluating administrator within ten (10) days from the date which the Panel Decision was filed.

•If the decision of the Superintendent is to sustain the appeal in whole or in part, the Superintendent may overturn the rating.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The Tonawanda City School District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual performance review. The training will be provided by the Erie 1 BOCES Network Team who are authorized to train on behalf of an evaluation rubric approved by NYSED. The Superintendent will certify evaluators and maintain records of certification of evaluators. The District will maintain a process of inter-rater reliability in accordance with NYSED guidance and protocols including data analysis, periodic comparison of assessments and/or calibration across evaluators.

The training includes the following requirements for Lead Evaluators/Evaluators:
-NYS Teaching Standards and the ISLLC Standards
-Evidence based observation
-application and use of a student growth percentile and value added growth model data
-application and use of any assessment tools used to evaluate teachers and principals
-application and use of State-approved locally selected measures of student achievement
-use of Statewide Instructional Reporting System
-scoring methodology used to evaluate teachers and principals
-specific considerations in evaluating teachers and principals of ELLs and SWDs

The Tonawanda City School District will work to ensure that evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in law, regulation or applicable collective bargaining agreements.

THESE TRAININGS ARE ONGOING AND WILL BE ATTENDED BY ADMINISTRATION AS REQUIRED

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, September 25, 2012
Updated Friday, December 28, 2012

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

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

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

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

4-5
6-12
(No response)
(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
	Pre K-3	State assessment	NYS 3rd grade ELA and Math
	Pre K-3	State-approved 3rd party assessment	i-Ready Diagnostic Assessment Curriculum Associates

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.	Superintendent and Principals will work together to review pre-test data and set/establish growth targets for each group. HEDI points will be assigned based on the percentage of students in grades K-3 meeting their individual targets. The results for each assessment, NYS 3rd grade ELA and Math, i-Ready Diagnostic Assessment for grades K – 2 will be averaged proportionately based on enrollment.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	see attachment
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	see attachment
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	see attachment
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	see attachment

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

assets/survey-uploads/5365/181574-lha0DogRNw/HEDI Levelprek-3.state20.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

N/A

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, September 25, 2012
Updated Friday, December 28, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
	6-12	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory Scholastic Inc. and i-Ready Diagnostic Assessment Curriculum Associates
	4-5	(d) measures used by district for teacher evaluation	i-Ready Diagnostic Assessment Curriculum Associates

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.	Superintendent and Principals will work together to review pre-test data and set/establish growth targets for each group. HEDI points will be assigned based on the percentage of students in grades 4-5 for the 4-5 Principal and 6-8 for the 6-12 Principal meeting their individual targets. The results for each assessment at each grade level will be averaged equally .
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attachment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attachment
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attachment

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

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/5366/181575-qBFVOWF7fC/15ptHEDI Level.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
	Pre-K-3	(d) measures used by district for teacher evaluation	i-Ready Diagnostic Assessment Curriculum Associates

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.	Superintendent and Principals will work together to review pre-test data and set/establish growth targets for each group. HEDI points will be assigned based on the percentage of students in grades K-3 meeting their individual targets. The results for each assessment at each grade level will be averaged equally .
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attachment
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attachment
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attachment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attachment

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.

assets/survey-uploads/5366/181575-T8MlGWUVm1/HEDI Levelprek-3.state20.docx

8.3) Locally Developed Controls

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

N/A

8.4) Principals with More Than One Locally Selected Measure

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

For principals with a mix of sections/courses in the use of multiple locally selected measures, all of student scores from the multiple sections/courses will be combined into one overall score of 0-15 or 0-20 as applicable, weighted proportionately based on the number of students in each section/course.

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 Monday, November 26, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

9.3) Assurances -- Goals | Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
9.3) Assurances -- Goals | Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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.

Each element of the Multidimensional domain shall be rated using the HEDI criteria which shall be converted to a four point scale: Highly Effective = 4 points; Effective = 3 points; Developing = 2 points; and Ineffective = 1 point. The element scores shall be averaged to determine a rubric score which shall be converted to a HEDI rating and points pursuant to the following chart (see attachment)

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/5143/247997-pMADJ4gk6R/60ptsRubric Score.docx

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

Highly Effective: Overall performance and results exceed standards.	Overall performance and results exceed standards.
Effective: Overall performance and results meet standards.	Overall performance and results meet standards.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet standards.
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet standards.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

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 Monday, November 26, 2012
Updated Friday, December 28, 2012

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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/5276/248057-Df0w3Xx5v6/Principal Improvement Plan.docx

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. A principal who receives a "Developing" or "Ineffective" rating shall be entitled to appeal the rating or improvement plan. This appeal must be done in written form and submitted to the Superintendent of Schools who has been trained in accordance with the requirements of the statute and regulation. An evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) school day period during which an appeal could be filed by the principal or the conclusion of the appeal process described herein, whichever is later. Additional procedures may be appropriate where compensation decisions are linked to rating categories.

2. The principal must submit a written description of the specific areas of disagreement within his/her performance review. The district, upon written request, must provide any additional written documents or materials relevant to the appeal for the same. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. These concerns are limited to those matters that may be appealed as prescribed in Section 3012 c of the Education Law:
•Substance of the annual professional performance review
•The school district's adherence to standards and methodologies required for such reviews
•Adherence to Commissioner's Regulations, as applicable to such reviews
•Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans
•Issuance and/or compliance with terms of the principal improvement plan
3. A principal may not file more than one appeal on the same evaluation.
4. An appeal must be filed in writing within fifteen (15) school days of the presentation of the document (yearly evaluation and/or improvement plan) to the principal or after the failure of the district to comply with a provision of the improvement plan or the right to appeal shall be deemed as waived in all regards. The act of mailing shall constitute filing. The superintendent will provide support resources identified in the Principal Improvement Plan.
5. Appeal to the Superintendent: The principal will submit to the superintendent, within the time frames identified in #4 above, a written appeal statement form (see Appendix A) that includes the principal's statement of disagreement over his/her performance review or improvement plan. The principal may also include any other pertinent and additional data he/she feels is relevant to the appeal. The superintendent will conduct whatever additional inquiry is necessary and will convene a conference with the person(s) directly involved and their representatives within 8 school days after receipt of the appeal statement. Within 10 days, after the conclusion of the presentations and discussions, the superintendent will issue a written determination regarding the situation, to the administrator.

6. Appeal to Panel – If the administrator is not satisfied with the superintendent's decision, he/she may appeal within 15 school days of the decision to a 3 member panel. The 3 memeber panel will meet within 10 school days upon date of reciept. Upon filing such an appeal, a district representative selected by the school superintendent, a TASG representative chosen by the appellant, and a mutually agreed upon third party, will hear the appeal. The district and TASG agree that the hearing officer shall be paid no more than $500 for the hearing date, analysis of documents, and production of the decision. This cost shall be the responsibility of the district. The principal and district personnel shall have the opportunity to present his/her case which may include the representation of witnesses and/or affidavits in lieu of testimony, and then the principal and/or the superintendent, or his/her designee, may refute the presentation. If the school district does not present a case, then the principal's appeal is sustained.

7. The appeal hearing shall be conducted in no more than one business day unless extenuating circumstances are present and all parties agree to a second day. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not. The unanimous decision of the appeal reached by the panel will be final.
8. A written decision from the appeals panel, on the merits of the appeal, shall be rendered no later than ten (10) calendar days from the close of the hearing. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the reviewer shall set aside or modify a rating. A copy of the decision shall be provided to the principal, principal's personnel file, and the Superintendent.
9. Other than the Appeals Process outlined in this document, 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 that was developed by utilizing the approved forms in this APPR document.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Tonawanda City School District will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual performance review. The training will be provided by the Erie 1 BOCES Network Team who are authorized to train on behalf of an evaluation rubric approved by NYSED. The Superintendent will certify evaluators and maintain records of certification of evaluators. The District will maintain a process of inter-rater reliability in accordance with NYSED guidance and protocols including data analysis, periodic comparison of assessments and/or calibration across evaluators.

The training includes the following requirements for Lead Evaluators/Evaluators:
-NYS Teaching Standards and the ISLLC Standards
-Evidence based observation
-application and use of a student growth percentile and value added growth model data
-application and use of any assessment tools used to evaluate teachers and principals
-application and use of State-approved locally selected measures of student achievement
-use of Statewide Instructional Reporting System
-scoring methodology used to evaluate teachers and principals
-specific considerations in evaluating teachers and principals of ELLs and SWDs

The Tonawanda City School District will work to ensure that evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in law, regulation or applicable collective bargaining agreements.

THESE TRAININGS ARE ONGOING AND WILL BE ATTENDED BY ADMINISTRATION AS REQUIRED

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, September 25, 2012
Updated Thursday, January 03, 2013

Page 1

12.1)Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/181577-3Uqgn5g9Iu/1.3.13sig.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.

6-8 Reading AIS	School/BOCES-wide/group/team results based on State	Comprehensive English Exam
9-12 Reading AIS	School/BOCES-wide/group/team results based on State	Comprehensive English Exam
9-12 Chorus/Band	School/BOCES-wide/group/team results based on State	Comprehensive English Exam
7th Grade Spanish	District, Regional or BOCES developed	Tonawanda CSD developed Grade 7 Spanish assessment
8th Grade Spanish	District, Regional or BOCES developed	Tonawanda CSD developed Grade 8 Spanish assessment
Spanish II	District, Regional or BOCES developed	Tonawanda CSD developed Spanish II assessment
Spanish III	District, Regional or BOCES developed	Tonawanda CSD developed Spanish III assessment
Spanish IV	District, Regional or BOCES developed	Tonawanda CSD developed Spanish IV assessment
Spanish V	District, Regional or BOCES developed	Tonawanda CSD developed Spanish V assessment
7th Grade French	District, Regional or BOCES developed	Tonawanda CSD developed 7th Grade French assessment
8th Grade French	District, Regional or BOCES developed	Tonawanda CSD developed 8th Grade French assessment
French II	District, Regional or BOCES developed	Tonawanda CSD developed French II assessment
French III	District, Regional or BOCES developed	Tonawanda CSD developed French III assessment
French IV	District, Regional or BOCES developed	Tonawanda CSD developed French IV assessment
French V	District, Regional or BOCES developed	Tonawanda CSD developed French V assessment
Introduction to Film Study	District, Regional or BOCES developed	Tonawanda CSD developed Introduction to Film Study assessment
Chemistry in the Community	District, Regional or BOCES developed	Tonawanda CSD developed Chemistry in the Community assessment
Responding to Emergencies	District, Regional or BOCES developed	Tonawanda CSD developed Responding to Emergencies assessment
Environmental Science	District, Regional or BOCES developed	Tonawanda CSD developed Environmental Science assessment
Forensics	District, Regional or BOCES developed	Tonawanda CSD developed Forensics assessment
Economics	District, Regional or BOCES developed	Tonawanda CSD developed Economics assessment

Participation in Government	District, Regional or BOCES developed	Tonawanda CSD developed Participation in Government assessment
Psychology	District, Regional or BOCES developed	Tonawanda CSD developed Psychology assessment
Sociology	District, Regional or BOCES developed	Tonawanda CSD developed Sociology assessment
Pre-Calculus	District, Regional or BOCES developed	Tonawanda CSD developed Precalculus assessment
Math Applications	District, Regional or BOCES developed	Tonawanda CSD developed Math Applications assessment

Conversion Chart 25 points to 20	
25	20
24	19
23	18
22	18
21	17
20	16
19	15
18	14
17	14
16	13
15	12
14	11
13	10
12	10
11	9
10	8
9	7
8	6
7	6
6	5
5	4
4	3
3	2
2	2
1	1

0-36%	37-56%	57-79%	80-100%
INEFFECTIVE	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**

0	0-10%	3	37-40%	8	57-59%	14	80-89%
1	11-20%	4	41-44%	9	60-62%	15	90-100%
2	21-36%	5	45-48%	10	63-66%		
		6	49-52%	11	67-70%		
		7	53-56%	12	71-74%		
				13	75-79%		

HIGHLY EFFECTIVE = 80% or more of students will meet or exceed their target goal by the end of the course/year.

EFFECTIVE = 57-79% of students will meet or exceed their target goal by the end of the course/year.

DEVELOPING = 37-56% of students will meet or exceed their target goal by the end of the course/year.

INEFFECTIVE = 36% or less of students will meet or exceed their target goal by the end of the course/year.

9-12 Reading AIS	State-approved 3rd party assessment	Scholastic Reading Inventory, Scholastic Inc.
6-8 Reading AIS	State-approved 3rd party assessment	Scholastic Reading Inventory, Scholastic Inc.
9-12 Physical Education	District, Regional or BOCES developed	Tonawanda CSD developed Physical Education assessment
Spanish II	District, Regional or BOCES developed	Tonawanda CSD developed Spanish II assessment
Spanish III	District, Regional or BOCES developed	Tonawanda CSD developed Spanish III assessment
Spanish IV	District, Regional or BOCES developed	Tonawanda CSD developed Spanish IV assessment
Spanish V	District, Regional or BOCES developed	Tonawanda CSD developed Spanish V assessment
French I	District, Regional or BOCES developed	Tonawanda CSD developed French I assessment
French II	District, Regional or BOCES developed	Tonawanda CSD developed French II assessment
French III	District, Regional or BOCES developed	Tonawanda CSD developed French III assessment
French IV	District, Regional or BOCES developed	Tonawanda CSD developed French IV assessment
French V	District, Regional or BOCES developed	Tonawanda CSD developed French V assessment
Studio in Art gr. 9-12	District, Regional or BOCES developed	Tonawanda CSD developed studio in art gr. 9-12 assessment
Drawing and Painting	District, Regional or BOCES developed	Tonawanda CSD developed Drawing and Painting assessment
Intro To Digital Photography	District, Regional or BOCES developed	Tonawanda CSD developed Intro to Digital Photography assessment
Advanced Digital Photography	District, Regional or BOCES developed	Tonawanda CSD developed Advanced Digital Photography assessment
Independent Study In Art	District, Regional or BOCES developed	Tonawanda CSD developed Independent Study In Art assessment
Ceramics	District, Regional or BOCES developed	Tonawanda CSD developed Ceramics assessment
Desktop Publishing	District, Regional or BOCES developed	Tonawanda CSD developed Desktop Publishing assessment
Introduction to Film Study	District, Regional or BOCES developed	Tonawanda CSD developed Introduction to Film Study assessment
Health	District, Regional or BOCES developed	Tonawanda CSD developed Health assessment

Design & Drawing for Production	District, Regional or BOCES developed	Tonawanda CSD developed Design & Drawing for Production assessment
Construction Drafting	District, Regional or BOCES developed	Tonawanda CSD developed Construction Drafting assessment
Architectural Drawing	District, Regional or BOCES developed	Tonawanda CSD developed Architectural Drawing assessment
Intro To Video Production	District, Regional or BOCES developed	Tonawanda CSD developed Intro To Video Production assessment
Video Production Workshop	District, Regional or BOCES developed	Tonawanda CSD developed Video Production Workshop assessment
Chemistry in the Community	District, Regional or BOCES developed	Tonawanda CSD developed Chemistry in the Community assessment
Responding to Emergencies	District, Regional or BOCES developed	Tonawanda CSD developed Responding to Emergencies assessment
Environmental Science	District, Regional or BOCES developed	Tonawanda CSD developed Environmental Science assessment
Forensics	District, Regional or BOCES developed	Tonawanda CSD developed Forensics assessment
Economics	District, Regional or BOCES developed	Tonawanda CSD developed Economics assessment
Participation in Government	District, Regional or BOCES developed	Tonawanda CSD developed Participation in Government assessment
Psychology	District, Regional or BOCES developed	Tonawanda CSD developed Psychology assessment
Sociology	District, Regional or BOCES developed	Tonawanda CSD developed Sociology assessment
Mixed Chorus 9-12	District, Regional or BOCES developed	Tonawanda CSD developed Mixed Chorus 9-12 assessment
Concert Chorale 9-12	District, Regional or BOCES developed	Tonawanda CSD developed Concert Chorale 9-12 assessment
Concert Band 9-12	District, Regional or BOCES developed	Tonawanda CSD developed Concert Band 9-12assessment
Jazz Ensemble 9-12	District, Regional or BOCES developed	Tonawanda CSD developed Jazz Ensemble 9-12 assessment
6th Grade Band	District, Regional or BOCES developed	Tonawanda CSD developed 6th Grade Band assessment
7th and 8th Grade Band	District, Regional or BOCES developed	Tonawanda CSD developed 7th and 8th Grade Band assessment

4th and 5th Grade Band	District, Regional or BOCES developed	Tonawanda CSD developed 4th and 5th Grade Band assessment
High School Wind Ensemble 9-12	District, Regional or BOCES developed	Tonawanda CSD developed High School Wind Ensemble 9-12assessment
Music Theory I	District, Regional or BOCES developed	Tonawanda CSD developed Music Theory I assessment
Music Theory II	District, Regional or BOCES developed	Tonawanda CSD developed Music Theory II assessment
Precalculus	District, Regional or BOCES developed	Tonawanda CSD developed Precalculus assessment
Math Applications	District, Regional or BOCES developed	Tonawanda CSD developed Math Applications assessment
Career and Financial Management	District, Regional or BOCES developed	Tonawanda CSD developed Career and Financial Management assessment
Word Processing I	District, Regional or BOCES developed	Tonawanda CSD developed Word Processing I assessment

Conversion Chart 25 points to 20	
25	20
24	19
23	18
22	18
21	17
20	16
19	15
18	14
17	14
16	13
15	12
14	11
13	10
12	10
11	9
10	8
9	7
8	6
7	6
6	5
5	4
4	3
3	2
2	2
1	1

Evaluation Rubric Summary Sheet

Staff Member:	
Evaluator:	
	Average Rating
Domain 1 : Planning & Preparation	
Domain 2: The Classroom Environment	
Domain 3: Instruction	
Domain 4: Professional Responsibilities	
Final Score Average:	
Sub-Component Score (out of 60)	
See 60% Rubric Conversion Chart	
Composite APPR Score:	
20% Growth (State) Score:	
20% Achievement (Local) Score:	
60% Local Observation Score:	
Overall Composite Score:	
HEDI Rating	
Overall Composite Score	***HEDI Rating***
91-100	Highly Effective
75-90	Effective
65-74	Developing
0-64	Ineffective

Teacher Improvement Plan

Name of Teacher: _____

Participants in the formulation of this TIP:

_____ _____

_____ _____

Identify the area(s) of improvement identified in the annual evaluation:

1. _____

2. _____

3. _____

4. _____

This will begin on the following date: _____

The parties to this agreement will meet on the following dates to review and evaluate the plan and formulate modifications if necessary:

_____ _____ _____

_____ _____ _____

Any changes or modifications to the plan must be in writing and will be appended to this document.

_____ _____
Teacher Date

_____ _____
Administrator Date

_____ _____
Association Representative Date

Attach a copy of the teacher's evaluation to this form.

Area Needing Improvement: _____

Timeline for Improvement:

Manner in which improvement will be assessed:

Differentiated Activities to Support Improvement:

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

Activity: _____
Time: _____
Location: _____
Goal: _____
Other personnel involved: _____

HEDI Level (0 – 20 Points)	Local Measures of student achievement (20)	Point Allocation	% of students achieving target	% range in bands
Highly Effective	(18-20)	20 19 18	91 – 100% 86 – 90% 80 – 85%	(80-100%)
Effective	(9-17)	17 16 15 14 13 12 11 10 9	77 - 79 % 74 - 76% 71 - 73% 68 - 70% 65 – 67% 62 - 64% 59 - 61% 56 – 58% 53 – 55%	(53-79%)
Developing	(3-8)	8 7 6 5 4 3	49 - 52% 45 - 48% 41 - 44% 37 - 40% 34 - 36% 31 - 33%	(31– 52%)
Ineffective	(0-2)	2 1 0	21 – 30% 11 - 20% 1 – 10%	(0-30%)

HEDI Level (0 – 15 Points)	Local Measures of student achievement (15)	Point Allocation	% of students achieving target	% range in bands
Highly Effective	(14-15)	15 14	94 – 100% 88 – 93%	(88 - 100%)
Effective	(8-13)	13 12 11 10 9 8	83 - 87% 75 – 82% 69 – 74% 63 – 68% 57 – 62% 50 – 56%	(50 - 87%)
Developing	(3-7)	7 6 5 4 3	44 – 49% 38 – 43% 31 – 37% 25 – 30% 19 – 24%	(19– 49%)
Ineffective	(0-2)	2 1 0	13 – 18% 6 – 12% 0 – 5%	(0-18%)

HEDI Level (0 – 20 Points)	Local Measures of student achievement (20)	Point Allocation	% of students achieving target	% range in bands
Highly Effective	(18-20)	20 19 18	91 – 100% 86 – 90% 80 – 85%	(80-100%)
Effective	(9-17)	17 16 15 14 13 12 11 10 9	77 - 79 % 74 - 76% 71 - 73% 68 - 70% 65 – 67% 62 - 64% 59 - 61% 56 – 58% 53 – 55%	(53-79%)
Developing	(3-8)	8 7 6 5 4 3	49 - 52% 45 - 48% 41 - 44% 37 - 40% 34 - 36% 31 - 33%	(31– 52%)
Ineffective	(0-2)	2 1 0	21 – 30% 11 - 20% 1 – 10%	(0-30%)

Rubric Score (Average)	Subcomponent Points
Ineffective	
1.00	0
1.01	1
1.02	2
1.03	3
1.04	4
1.05	5
1.06	6
1.07	7
1.08	8
1.09	9
1.10	10
1.11	11
1.12	12
1.13	13
1.14	14
1.15	15
1.16	16
1.17	17
1.18	18
1.19	19
120	20
1.21	21
1.22	22
1.23	23
1.24	24
1.25	25
1.26	26
1.27	27
1.28	28
1.29	29
1.30	30
1.31	31
1.32	32
1.33	33
1.34	34
1.35	35
1.36	36
1.37	37
1.38	38
1.39	39
1.40	40
1.41	41
1.42	42
1.43	43
1.44	44
1.45	45
1.46	46
1.47	47
1.48	48

1.49	49
1.50	50
1.51	51
1.52	52
1.53	53
1.54	54
Developing	
1.55-2.00	55
2.01 -2.50	56
Effective	
2.51-3.00	57
3.01-3.50	58
Highly Effective	
3.51-3.74	59
3.75-4.00	60

Principal Improvement Plan (PIP) form

NAME _____

SCHOOL BUILDING _____

ACADEMIC YEAR _____

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

Documentation that highlights areas of deficiency:
_____
_____
_____

Improvement Plan/Outcome:
_____
_____
_____
_____

Action Steps/Differentiated Activities:
_____
_____
_____
_____

Timeline for Completion:
_____

Required and Accessible Resources (including responsibility for provision):
_____
_____
_____

Date(s) for formative evaluation on progress (superintendent and principal initial each date to confirm the meeting):

Month	**Date**
December	
March	
June	

Evidence of Plan Achievement:

_____
_____
_____
_____

Principal Signature: _____
Date: _____

Superintendent Signature: _____
Date: _____

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

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

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

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

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

Mary Beth Scullion 1-3-13

Teachers Union President Signature: Date:

03-JAN-2013

Administrative Union President Signature: Date:

1/3/13

Board of Education President Signature: Date:

Jan 3, 2013