



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

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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January 17, 2013

Dr. Pamela C. Brown, Superintendent
Buffalo City School District
712 City Hall
Buffalo, NY 14202

Dear Superintendent Brown:

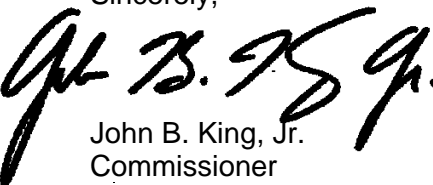
Congratulations. I am pleased to inform you that your multi-year (2012-2013, 2013-2014) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: 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 Tuesday, May 08, 2012

Updated Thursday, January 17, 2013

1

Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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

140600010000

1.2) School District Name:

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

BUFFALO 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.

This plan is for the entire SIG district

1.4) Award Classification

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

-
- Governor's Management Efficiency Grant
-

- Model Induction (NYSESED)
- Strengthening Teacher and Leader Effectiveness RFP (NYSESED)
- Systemic Supports for District and School Turnaround (NYSESED)

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.

2012-13, 2013-14

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

Created Tuesday, May 08, 2012

Updated Thursday, January 17, 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	District, regional, or BOCES-developed assessment	BPS-developed Kindergarten ELA assessment
1	District, regional, or BOCES-developed assessment	BPS-developed 1st Grade ELA assessment
2	District, regional, or BOCES-developed assessment	BPS-developed 2nd Grade ELA assessment
	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For comparable students in their class or building, all staff will be required to identify a percentage of their students who will improve their growth on the indicated measures. See attached tables. After the teacher has completed the SLO template, the teacher will conference with their Principal and individual growth targets will be set using baseline data. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. All staff will use as a guide the "Decision-Making Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached tables.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Achieving the goal will equate to 16 points (75-80%) or 15 points (70-50%) . See attached tables.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached tables.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached tables.

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	BPS-developed Kindergarten Math assessment
1	District, regional, or BOCES-developed assessment	BPS-developed 1st Grade Math assessment
2	District, regional, or BOCES-developed assessment	BPS-developed 2nd Grade Math assessment
	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.	For comparable students in their class or building, all staff will be required to identify a percentage of their students who will improve their growth on the indicated measures. See attached tables. After the teacher has completed the SLO template, the
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teacher will conference with their Principal and individual growth targets will be set using baseline data. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. All staff will use as a guide the "Decision-Making Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.

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

See attached tables.

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

Achieving the goal will equate to 16 points (75-80%) or 15 points (70-50%) . See attached tables.

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

See attached tables.

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

See attached tables.

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	BPS-developed 6th Grade Science assessment
7	District, regional or BOCES-developed assessment	BPS-developed 7th Grade Science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

For comparable students in their class or building, all staff will be required to identify a percentage of their students who will improve their growth on the indicated measures. See attached tables.

After the teacher has completed the SLO template, the teacher will conference with their Principal and individual growth targets will be set using baseline data. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. All staff will use as a guide the "Decision-Making Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached tables.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Achieving the goal will equate to 16 points (75-80%) or 15 points (70-50%) . See attached tables.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached tables.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached tables.

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	BPS-developed 6th Grade Social Studies assessment
7	District, regional or BOCES-developed assessment	BPS-developed 7th Grade Social Studies assessment
8	District, regional or BOCES-developed assessment	BPS-developed 8th Grade Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>For comparable students in their class or building, all staff will be required to identify a percentage of their students who will improve their growth on the indicated measures. See attached tables.</p> <p>After the teacher has completed the SLO template, the teacher will conference with their Principal and individual growth targets will be set using baseline data. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. All staff will use as a guide the "Decision-Making Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached tables.
Effective (9 - 17 points) Results meet District goals for similar students.	Achieving the goal will equate to 16 points (75-80%) or 15 points (70-50%) . See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached tables.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached tables.

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	BPS-developed Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For comparable students in their class or building, all staff will be required to identify a percentage of their students who will improve their growth on the indicated measures. See attached tables.
	After the teacher has completed the SLO template, the teacher will conference with their Principal and individual growth targets will be set using baseline data. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. All staff will use as a guide the "Decision-Making Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached tables.
Effective (9 - 17 points) Results meet District goals for similar students.	Achieving the goal will equate to 16 points (75-80%) or 15 points (70-50%) . See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached tables.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached tables.

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.	For comparable students in their class or building, all staff will be required to identify a percentage of their students who will improve their growth on the indicated measures. See attached tables. After the teacher has completed the SLO template, the teacher will conference with their Principal and individual growth targets will be set using baseline data. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. All staff will use as a guide the "Decision-Making Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached tables.
Effective (9 - 17 points) Results meet District goals for similar students.	Achieving the goal will equate to 16 points (75-80%) or 15 points (70-50%) . See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached tables.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached tables.

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.	For comparable students in their class or building, all staff will be required to identify a percentage of their students who will improve their growth on the indicated measures. See attached tables. After the teacher has completed the SLO template, the teacher will conference with their Principal and individual growth targets will be set using baseline data. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. All staff will use as a guide the "Decision-Making Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached tables.
Effective (9 - 17 points) Results meet District goals for similar students.	Achieving the goal will equate to 16 points (75-80%) or 15 points (70-50%) . See attached tables.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached tables.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached tables.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	BPS-developed Grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	BPS-developed Grade 10 ELA assessment
Grade 11 ELA	Regents assessment	Regents ELA

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.	For comparable students in their class or building, all staff will be required to identify a percentage of their students who will improve their growth on the indicated measures. See attached tables. After the teacher has completed the SLO template, the teacher will conference with their Principal and individual
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growth targets will be set using baseline data. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. All staff will use as a guide the "Decision-Making Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.

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

See attached tables.

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

Achieving the goal will equate to 16 points (75-80%) or 15 points (70-50%) . See attached tables.

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

See attached tables.

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

See attached tables.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art	District, Regional or BOCES-developed	BPS-developed Art (grade-specific) assessment
Music	District, Regional or BOCES-developed	Erie1BOCES-developed Music (grade-specific) assessment Assessment
Physical Education	District, Regional or BOCES-developed	BPS-developed Physical Education (grade-specific) assessment
All other courses	District, Regional or BOCES-developed	BPS-developed (grade level and subject-specific) assessment
CTE	District, Regional or BOCES-developed	BPS-developed CTE (grade-specific) assessment
Health	District, Regional or BOCES-developed	BPS-developed Health (grade-specific) assessment
Bilingual/ESL Teachers (where applicable)	State Assessment	NYSESLAT (grade level and subject-specific)
Teachers of students who are eligible to take NYSAA examination	State Assessment	NYSAA (grade level and subject-specific)
LOTE Teachers - Level 1 (Gr 9-12)	District, Regional or BOCES-developed	Erie1BOCES-developed Second Language Proficiency Exam (SLP), Grades 9-12
LOTE Teachers - Level 2 (9-12)	District, Regional or BOCES-developed	BPS-Developed LOTE assessment (Grades 9-12)
LOTE Teachers - Level 3 (9-12)	District, Regional or BOCES-developed	Erie1BOCES-developed Comprehensive Exam in Foreign Language (CEIFL), Grades 9-12
LOTE Teachers - Level 4 (9-12)	District, Regional or BOCES-developed	BPS-Developed LOTE assessment (Grades 9-12)
LOTE Teachers - Grades 7-8	District, Regional or BOCES-developed	BPS-Developed LOTE assessment (Grades 7-8)

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>For comparable students in their class or building, all staff will be required to identify a percentage of their students who will improve their growth on the indicated measures. See attached tables.</p> <p>After the teacher has completed the SLO template, the teacher will conference with their Principal and individual growth targets will be set using baseline data. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. All staff will use as a guide the "Decision-Making Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.</p> <p>Note: The district's librarians are not Teachers of Record, as defined by the regulations.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>See attached tables.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Achieving the goal will equate to 16 points (75-80%) or 15 points (70-50%) . See attached tables.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>See attached tables.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>See attached tables.</p>

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/126758-TXEttx9bQW/2.11 Charts.doc

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.

The locally developed controls used to set the goals for Comparable Growth Measures will include student prior academic history, students with disabilities, English language learners, and the poverty level of the students in the classroom. Staff will be provided with the necessary demographic information, and to the extent possible, pre-assessment data and other student performance data that aligns with the content being taught. Based on that information, teachers will use the "HEDI Teacher Scoring Bands - SLO" and "Student Learning Objectives Chart 12.13.12" to make said adjustments to the Growth Measure. The rationale for including these factors is to provide guidance in setting goals across the district and between buildings that are attainable for both students and teachers. The Buffalo Public School District is a diverse, Big 5 school district with a significant population of students who are living in poverty, have a disability or speak another language. From year to year, any classroom teacher's composition of students can vary dramatically, requiring the ability of the teacher and principal to set realistic, yet high expectations for students and comparable goals for teachers based on these factors.

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, May 08, 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	3) Teacher specific achievement or growth score computed locally	NYS ELA 4 Assessment
5	3) Teacher specific achievement or growth score computed locally	NYS ELA 5 Assessment
6	3) Teacher specific achievement or growth score computed locally	NYS ELA 6 Assessment

7	3) Teacher specific achievement or growth score computed locally	NYS ELA 7 Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS ELA 8 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	All staff will be required to identify a percentage of their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to improve achievement on a comparable exam for their subject/grade level. After the teacher has completed the Local Measure of Achievement template (LMAT), the teacher will conference with their Principal and individual achievement targets will be set. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. All staff will use as a guide the "Decision-Making Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

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	3) Teacher specific achievement or growth score computed locally	NYS Math 4 Assessment
5	3) Teacher specific achievement or growth score computed locally	NYS Math 5 Assessment
6	3) Teacher specific achievement or growth score computed locally	NYS Math 6 Assessment

7	3) Teacher specific achievement or growth score computed locally	NYS Math 7 Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Math 8 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	All staff will be required to identify a percentage of their students or a subgroup of students in accordance with the acceptable subgroup populations as defined by the Commissioner of Education, to improve achievement on a comparable exam for their subject/grade level. After the teacher has completed the Local Measure of Achievement template (LMAT), the teacher will conference with their Principal and individual achievement targets will be set. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. All staff will use as a guide the "Decision-Making Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

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/5139/126759-rhJdBgDruP/3.3 Charts_1.doc](#)

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	5) District, regional, or BOCES–developed assessments	BPS-developed Assessment for ELA Gr K
1	5) District, regional, or BOCES–developed assessments	BPS-developed Assessment for ELA Gr 1
2	5) District, regional, or BOCES–developed assessments	BPS-developed Assessment for ELA Gr 2
3	5) District, regional, or BOCES–developed assessments	BPS-developed Assessment for ELA Gr 3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The requirement for teachers to identify a subgroup of their students to improve achievement on a comparable measure for their subject/grade level will be accomplished using the following procedure.</p> <p>All staff will identify individual targets for students scoring in the lowest 50% of their class using baseline data.</p> <p>Using this information, teachers will then complete the Local Measure of Achievement template (LMAT), and conference with their Principal to finalize the individual achievement targets for the identified students. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. HEDI points will be awarded to teachers based on the percentage of those students having met or exceeded the individual targets. All staff will use as a guide the "Decision-Making Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achieving the goal will equate to 16 points (75-80%) or 15 points (70-50%) . See attached tables.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	See attached tables.

for grade/subject.

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	5) District, regional, or BOCES–developed assessments	BPS-developed Assessment Gr K Math
1	5) District, regional, or BOCES–developed assessments	BPS-developed Assessment Gr 1 Math
2	5) District, regional, or BOCES–developed assessments	BPS-developed Assessment Gr 2 Math
3	5) District, regional, or BOCES–developed assessments	BPS-developed Assessment Gr 3 Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The requirement for teachers to identify a subgroup of their students to improve achievement on a comparable measure for their subject/grade level will be accomplished using the following procedure.</p> <p>All staff will identify individual targets for students scoring in the lowest 50% of their class using baseline data.</p> <p>Using this information, teachers will then complete the Local Measure of Achievement template (LMAT), and conference with their Principal to finalize the individual achievement targets for the identified students. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. HEDI points will be awarded to teachers based on the percentage of those students having met or exceeded the individual targets. All staff will use as a guide the "Decision-Making Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achieving the goal will equate to 16 points (75-80%) or 15 points (70-50%) . See attached tables.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
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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	BPS-developed Assessment Gr 6 Science
7	5) District, regional, or BOCES–developed assessments	BPS-developed Assessment Gr 7 Science
8	5) District, regional, or BOCES–developed assessments	BPS-developed Assessment Gr 8 Science

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

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

The requirement for teachers to identify a subgroup of their students to improve achievement on a comparable measure for their subject/grade level will be accomplished using the following procedure.

All staff will identify individual targets for students scoring in the lowest 50% of their class using baseline data.

Using this information, teachers will then complete the Local Measure of Achievement template (LMAT), and conference with their Principal to finalize the individual achievement targets for the identified students. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. HEDI points will be awarded to teachers based on the percentage of those students having met or exceeded the individual targets. All staff will use as a guide the "Decision-Making Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
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Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achieving the goal will equate to 16 points (75-80%) or 15 points (70-50%) . See attached tables.
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Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
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Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement	See attached tables.
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for grade/subject.

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	BPS-developed Assessment Gr 6 Social Studies
7	5) District, regional, or BOCES–developed assessments	BPS-developed Assessment Gr 7 Social Studies
8	5) District, regional, or BOCES–developed assessments	BPS-developed Assessment Gr 8 Social Studies

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The requirement for teachers to identify a subgroup of their students to improve achievement on a comparable measure for their subject/grade level will be accomplished using the following procedure.</p> <p>All staff will identify individual targets for students scoring in the lowest 50% of their class using baseline data.</p> <p>Using this information, teachers will then complete the Local Measure of Achievement template (LMAT), and conference with their Principal to finalize the individual achievement targets for the identified students. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. HEDI points will be awarded to teachers based on the percentage of those students having met or exceeded the individual targets. All staff will use as a guide the "Decision-Making Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achieving the goal will equate to 16 points (75-80%) or 15 points (70-50%) . See attached tables.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

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

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	BPS-developed Assessment Gr 9 Global Studies
Global 2	3) Teacher specific achievement or growth score computed locally	Regents examination - Global Studies
American History	3) Teacher specific achievement or growth score computed locally	Regents examination - US History and Govt.

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.

The requirement for teachers to identify a subgroup of their students to improve achievement on a comparable measure for their subject/grade level will be accomplished using the following procedure.

All staff will identify individual targets for students scoring in the lowest 50% of their class using baseline data.

Using this information, teachers will then complete the Local Measure of Achievement template (LMAT), and conference with their Principal to finalize the individual achievement targets for the identified students. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. HEDI points will be awarded to teachers based on the percentage of those students having met or exceeded the individual targets. All staff will use as a guide the "Decision-Making Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.

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

See attached tables.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achieving the goal will equate to 16 points (75-80%) or 15 points (70-50%) . See attached tables.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

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	Regents examination - Living Environment
Earth Science	3) Teacher specific achievement or growth score computed locally	Regents Examination - Earth Science
Chemistry	3) Teacher specific achievement or growth score computed locally	Regents Examination - Chemistry
Physics	3) Teacher specific achievement or growth score computed locally	Regents Examination - Physics

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>The requirement for teachers to identify a subgroup of their students to improve achievement on a comparable measure for their subject/grade level will be accomplished using the following procedure.</p> <p>All staff will identify individual targets for students scoring in the lowest 50% of their class using baseline data.</p> <p>Using this information, teachers will then complete the Local Measure of Achievement template (LMAT), and conference with their Principal to finalize the individual achievement targets for the identified students. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. HEDI points will be awarded to teachers based on the percentage of</p>
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those students having met or exceeded the individual targets. All staff will use as a guide the "Decision-Making Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.

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

See attached tables.

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

Achieving the goal will equate to 16 points (75-80%) or 15 points (70-50%) . See attached tables.

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

See attached tables.

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

See attached tables.

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	Regents Examination - Integrated Algebra
Geometry	3) Teacher specific achievement or growth score computed locally	Regents Examination - Geometry
Algebra 2	3) Teacher specific achievement or growth score computed locally	Regents Examination - Algebra 2/Trigonometry

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

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

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

The requirement for teachers to identify a subgroup of their students to improve achievement on a comparable measure for their subject/grade level will be accomplished using the following procedure.

All staff will identify individual targets for students scoring in the lowest 50% of their class using baseline data.

Using this information, teachers will then complete the Local Measure of Achievement template (LMAT), and conference with their Principal to finalize the individual achievement targets for the identified students. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. HEDI points will be awarded to teachers based on the percentage of those students having met or exceeded the individual targets. All staff will use as a guide the "Decision-Making Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.

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

See attached tables.

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

Achieving the goal will equate to 16 points (75-80%) or 15 points (70-50%) . See attached tables.

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

See attached tables.

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

See attached tables.

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	5) District, regional, or BOCES–developed assessments	BPS-developed assessment - Gr 9 ELA
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	BPS-developed assessment - Gr 10 ELA
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	Regents Examination - Comprehensive English

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.	The requirement for teachers to identify a subgroup of their students to improve achievement on a comparable measure for their subject/grade level will be accomplished using the following procedure.
	All staff will identify individual targets for students scoring in the lowest 50% of their class using baseline data.
	Using this information, teachers will then complete the Local Measure of Achievement template (LMAT), and conference with their Principal to finalize the individual achievement targets for the identified students. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. HEDI points will be awarded to teachers based on the percentage of those students having met or exceeded the individual targets. All staff will use as a guide the "Decision-Making Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Achieving the goal will equate to 16 points (75-80%) or 15 points (70-50%) . See attached tables.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached tables.

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
Art	5) District/regional/BOCES–developed	BPS-developed Art (Grade Specific) assessment
Music	5) District/regional/BOCES–developed	BPS-developed Music (Grade Specific) assessment
Physical Education	5) District/regional/BOCES–developed	BPS-developed Physical Education (Grade Specific) assessment
CTE	5) District/regional/BOCES–developed	BPS-developed (Grade Specific/subject specific) CTE assessment

Health	5) District/regional/BOCES–developed	BPS-developed (Grade Specific) Health assessment
All Other Courses	5) District/regional/BOCES–developed	BPS-developed (Grade and Subject Specific) assessment
LOTE Teachers - Level 1 (Gr 9-12)	6(ii) School wide measure computed locally	Erie1BOCES-developed Second Language Proficiency Exam (SLP), Grades 9-12
LOTE Teachers - Level 2 (9-12)	6(ii) School wide measure computed locally	BPS-Developed LOTE assessment (Grades 9-12)
LOTE Teachers - Level 3 (9-12)	6(ii) School wide measure computed locally	Erie1BOCES-developed Comprehensive Exam in Foreign Language (CEIFL), Grades 9-12
LOTE Teachers - Level 4 (9-12)	6(ii) School wide measure computed locally	BPS-Developed LOTE assessment (Grades 9-12)
LOTE Teachers - Grades 7-8	6(ii) School wide measure computed locally	BPS-Developed LOTE assessment (Grades 7-8)
<hr/>		
Teachers of students who are eligible to take NYSAA examination	3) Teacher specific achievement/growth score computed locally	NYSAA
Bilingual/ESL Teachers (where applicable)	3) Teacher specific achievement/growth score computed locally	NYSESLAT
<hr/>		
<hr/>		

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The requirement for teachers to identify a subgroup of their students to improve achievement on a comparable measure for their subject/grade level will be accomplished using the following procedure.</p> <p>All staff will identify individual targets for students scoring in the lowest 50% of their class using baseline data.</p> <p>Using this information, teachers will then complete the Local Measure of Achievement template (LMAT), and conference with their Principal to finalize the individual achievement targets for the identified students. Based on the Decision-Making Chart for Goal Setting (see attached table), one of the HEDI tables will be utilized. HEDI points will be awarded to teachers based on the percentage of those students having met or exceeded the individual targets. All staff will use as a guide the "Decision-Making</p>
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Chart for Goal Setting" so that expectations for student performance across the district are comparable as well. See attached tables.

Note: The district's librarians are not Teachers of Record, as defined by the regulations.

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

See attached tables.

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

Achieving the goal will equate to 16 points (75-80%) or 15 points (70-50%) . See attached tables.

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

See attached tables.

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

See attached tables.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/126759-y92vNseFa4/3.13 Charts.doc

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.

The locally developed controls used to set the goals for Comparable Growth Measures will include student prior academic history, students with disabilities, English language learners, and the poverty level of the students in the classroom. Staff will be provided with the necessary demographic information, and to the extent possible, pre-assessment data and other student performance data that aligns with the content being taught. Based on that information, teachers will use the "Local Achievement Document" and "Examples Chart - Local" to make said adjustments to the Local Measure. The rationale for including these factors is to provide guidance in setting goals across the district and between buildings that are attainable for both students and teachers. The Buffalo Public School District is a diverse, Big 5 school district with a significant population of students who are living in poverty, have a disability or speak another language. From year to year, any classroom teacher's composition of students can vary dramatically, requiring the ability of the teacher and principal to set realistic, yet high expectations for students and comparable goals for teachers based on these factors.

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.

If educators have more than one score for locally selected measure, the District will weight the scores proportionately based on the number of students in each class.

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, May 08, 2012

Updated Wednesday, January 16, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric (2012 Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
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	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Each observed element within a standard will be scored from 1-4 based on the evidence observed. Elements from each standard will be averaged together to get an average standard score. Standards scores will be averaged to get a rubric score. The outcomes/scores of the 60% of the "other measures" will be tied to an average rubric score from 1-4.

The rubric score listed on the chart is the minimum score necessary to achieve the corresponding HEDI point value. We understand the composite score must be reported in whole numbers.

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/5091/126760-eka9yMJ855/Chart 4.5.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	See chart in 4.5
Effective: Overall performance and results meet NYS Teaching Standards.	See chart in 4.5
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See chart in 4.5
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See chart in 4.5

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, May 08, 2012

Updated Wednesday, June 27, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

Results are well above District- or BOCES-adopted expectations for 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, May 08, 2012

Updated Thursday, January 17, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/126762-Df0w3Xx5v6/TIP proposal #2 for 12-13-1_1.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeal Process

The parties have also agreed to the following appeal process for those teachers who seek to appeal their "ineffective" rating.

A. Purpose The purpose of the appeal process shall be to equitably settle disputes involving teachers who receive an "ineffective"

rating on the Annual Professional Performance Review.

B. Structure □ A teacher receiving an ineffective rating may only challenge the following in an appeal: 1) the substance of the Annual Professional Performance Review (APPR); 2) the District's adherence to the APPR process and procedures as approved by the Professional Council, the Buffalo Board of Education and the Buffalo Teachers Federation; 3) adherence to the regulations of the Commissioner; and 4) compliance with the terms of the Teacher Improvement Plan (TIP).

C. Superintendent Appeal □ Within 60 days of the receipt of the APPR, a teacher receiving an "ineffective" rating may appeal to the Superintendent of Schools. A hearing on the appeal will be held within thirty calendar days of the receipt of the appeal. The Superintendent or his/her designee will render a decision within thirty calendar days after the close of the hearing. Within thirty calendar days after the receipt of the Superintendent or designee's decision a teacher may appeal the decision to a neutral hearing officer using the procedure delineated in "D".

D. Neutral Hearing Officer Appeal □ As an alternative to "C" above, a teacher may obtain a review by a neutral hearing officer by submitting a written appeal to the Superintendent with a copy to the BTF within sixty (60) calendar days of the receipt of the APPR. A hearing will be scheduled in a timely and expeditious manner in compliance with Education Law 3012-c. Said appeal shall set forth the nature of the objection to the APPR. All appeals shall be presented on a form mutually agreed upon by the parties and may be accompanied by supporting documentation.

A teacher may amend the appeal within the above stated time period. Appeals not commenced within sixty (60) calendar days are deemed waived. A neutral hearing officer(s) shall be agreed upon by both parties and shall render a written decision on the appeal. The hearing officer shall have the option to uphold or nullify the rating and/or modify the APPR. During the hearing each party may present no more than two witnesses. No written briefs will be submitted. All efforts will be made to conclude the hearing within one week and if not one week, concluded in a timely and expeditious manner, consistent with Education Law 3012-c.

The written decision of the hearing officer shall be served upon the District and BTF within thirty (30) calendar days of the close of the hearing. The District will serve the teacher with a copy of the written decision within five (5) school days except that when school is not in session, it shall be five (5) week days. The decision shall be final and binding and not subject to the grievance procedure as set forth in Article V of the collective bargaining agreement. The written decision and the appeal document(s) shall be attached to the APPR and placed in the teacher's personnel file at the teacher's option.

E. The parties may by mutual agreement amend this agreement consistent with Education Law 3012-c and all other applicable federal and State laws, rules, and regulations.

F. This agreement applies only to the Appeals Process for teachers delineated herein and solely to clarify the matters involved. It shall not be construed as modifying the rights of the parties under the collective bargaining agreement provided that the CBA is consistent with Education Law 3012-c and the Commissioner's Regulations. It is also expressly understood and agreed, as a condition to this agreement that neither this agreement nor any part hereof, shall constitute or be construed to be precedent or prejudicial to the respective positions of the Federation or the District on any other matters.

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.

All evaluators will receive initial certification this year. Successful completion of training in the following year will result in lead evaluator recertification.

Lead Evaluators will show evidence of training within all nine Lead Evaluator training criteria in order to receive district certification as a Lead Evaluator. Lead evaluator training is tracked in the District's True North Logic Professional Growth System.

The training for the nine areas consists of all evaluators participating in a 42 hour course, Observation and Analysis of Teaching (OAT) from Research to Better Teaching, and attending district inservice for all other criterion not addressed in the course work. The course provides a common language around teacher evaluation and clearly defines the expectations for collecting evidence and assessment of skills for the teacher evaluation. Administrators will demonstrate expertise in using the training tools against specific elements as described in the NYSUT Teacher Practice Rubrics. Training in all other areas will be delivered by the District's Network Team Equivalent members who attend the state NTI trainings.

To monitor for inter-rater reliability two processes will be implemented.

1. Community Superintendents will use the TLS Evidence Rubric to rate teacher APPR documents completed each year. 2. The OAT trainer will conduct on-site coaching visits each year to maintain inter rater reliability.

Participants from 2011-12 who demonstrate expertise in using training materials and resources will provide "turnkey" training

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, May 08, 2012

Updated Wednesday, January 16, 2013

Page 1

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

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

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

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

PK-8
5-12
7-12
5-8
9-12
(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
PK-2	State-approved 3rd party assessment	TerraNova 3
PK-4	State assessment	NYS ELA and Math Gr.3-4

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.

<p>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.</p>	<p>For Pre-K to 2: Using baseline data, teachers in collaboration with the principal will set individual growth targets for their students. HEDI points will be awarded to the principal based on the percentage of students school-wide who met or exceeded their targets. The Community Superintendent will review the targets and verify results.</p> <p>For Pre-K to 4: For grade 3, using baseline data, teachers in collaboration with the principal will set individual growth targets for their students. HEDI points will be awarded to the principal based on the percentage of students school-wide who met or exceeded their targets. The Community Superintendent will review the targets and verify results. For Grade 4, the State-provided growth score will be combined with the Grade 3 SLOs and weighted proportionally based on the number of students in each measure.</p>
<p>Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).</p>	<p>85% or more of the teacher's students reach or exceed the agreed upon goal/target for each individual student. APPR Points 18 85%-90% 19 91%-95% 20 96%-100%</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>From 55%-84% of the teacher's students reach or exceed the agreed upon goal/target for each individual student. APPR Points 9 55%-58%</p>

10 59%-62% 11 63%-65% 12 66%-68% 13 69%-71% 14 72%-74% 15 75%-77% 16 78%-80% 17 81%-84%

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

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). From 30%-54% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.
 APPR Points
 3 30%-33%
 4 34%-37% 5 38%-41% 6 42%-45% 7 46%-50% 8 51%-54%

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

From 0%-29% of the teacher's students reach or exceed the agreed upon goal/target for each individual student.
 APPR Points
 0 0%-10%
 1 11%-20% 2 21%-29%

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/5365/126763-lha0DogRNw/Chart 7.3.doc](#)

7.4) Special Considerations for Comparable Growth Measures

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

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

No additional adjustments, controls, or special considerations.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

Checked

7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: 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)

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Updated Thursday, January 17, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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
7-12	(b) results for students in specific performance levels	NYS ELA and Math 7-8 State Assessments
5-8	(b) results for students in specific performance levels	ELA and Math 5-8 State Assessments
PK-8	(d) measures used by district for teacher evaluation	NYS ELA and Math 3-8 State Assessments
9-12	(h) students' progress toward graduation	# of credits earned at the end of 9th and 10th grade
5-12	(b) results for students in specific performance levels	ELA and Math 5-8 State Assessmen

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<p>For 5-12, 7-12, K-8 and 5-8: HEDI points will be awarded to a principal based on the percentage of students school-wide advancing one performance level or maintaining a Level 3-4 as compared to the prior year's state assessment.</p> <p>For 9-12, HEDI points will be awarded to a principal based on the combined percentage of students in grades 9 and 10 earning enough credits to advance to the next grade level.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or	Highly Effective (14-15 points) Results are well above District-adopted expectations for achievement for

achievement for grade/subject.	Locally-Selected Measure for the principals in schools with a value added measure by meeting or exceeding 90% of the projected target score.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (8-13 points) Results meet District-adopted expectations for achievement for the Locally-Selected Measure for the principals in schools with a value added measure by meeting targets between 80-89% of the projected target score.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 7 points) Results are below District-adopted expectations for achievement for the Locally-Selected Measure for the principals in schools with a value added measure by meeting targets between 65-79% of the projected target score.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points) Results are well below District-adopted expectations for achievement for the Locally-Selected Measure for the principals in schools with a value added measure by meeting targets between 0-64% of the projected target score.

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/5366/126764-qBFVOWF7fC/Chart 8.1_2.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
PK-2	(d) measures used by district for teacher evaluation	Terranova 3
PK-4	(d) measures used by district for teacher evaluation	ELA and Math Gr 3-4 State Assessments

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.	Using baseline data, the teacher in collaboration with the principal will set individual targets for their students scoring or located in the lowest 50% of the class and then HEDI points will be awarded to the principal based on the percentage of those students school-wide having met or
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exceeded the individual targets.

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

Highly Effective (18-20 points) Results are well above District-adopted expectations for achievement for Locally-Selected Measure for the principals in schools without a value added measure by meeting or exceeding 90% of the projected target score.

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

Effective (9-17 points) Results meet District-adopted expectations for achievement for the Locally-Selected Measure for the principals in schools without a value added measure by meeting targets between 80-89% of the projected target score.

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

Developing (3 - 8 points) Results are below District-adopted expectations for achievement for the Locally-Selected Measure for the principals in schools without a value added measure by meeting targets between 65-79% of the projected target score.

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

Ineffective (0 - 2 points) Results are well below District-adopted expectations for achievement for the Locally-Selected Measure for the principals in schools without a value added measure by meeting targets between 0-64% of the projected target score.

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

(No response)

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

assets/survey-uploads/5366/126764-T8MIGWUVm1/Chart 8.2_1.doc

8.3) Locally Developed Controls

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

No additional adjustments, controls, or special considerations.

8.4) Principals with More Than One Locally Selected Measure

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

If Principals have more than one Measure for the Locally Selected Measure, the measures will each earn a score from 0-15 or 0-20 points and the District will weight each in proportion to the number of students covered by the measure to reach a combined score for this subcomponent.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, May 08, 2012

Updated Thursday, January 17, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The district has agreed to use the same distribution of points for Tenured and Probationary principals using the Marshall rubric. The parties agree for the 2012-2013 and 2013-2014 school years only, to incorporate multiple visits, of which at least one must be unannounced, for conducting the a principal's evaluation for establishment of a composite score of 60 points. Each observed component will be scored from 1-4 and averaged to get a domain score. The rating from each domain of the Marshall rubric will be averaged into a single rubric score based on the weighting outlined below. This average will then be converted into a final composite score; see the attached conversion chart.

The distribution of points will be as follows: 60 points of the principal's evaluation will be designated toward the observation / evaluation process based on the Marshall rubric. To obtain a rating, the principal will be evaluated on the ISLLC 2008 Standards. We understand the composite score must be reported in whole numbers.

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/5143/126766-pMADJ4gk6R/Chart 9.7.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.	The overall performance and documented results exceeds the expectations of the ISLLC 2008 Standards. The principal has earned a rating of 59 to 60 points for achieving an average rubric score of 3.5 to 4.0 as measured across the 6 domains of the Marshall Principal Rubric.
Effective: Overall performance and results meet standards.	The overall performance and documented results meets the expectations of the ISLLC 2008 Standards. The principal has earned a rating of 57 to 58 points for achieving an average

	rubric score of 3.0 to 3.4 as measured across the 6 domains of the Marshall Principal Rubric.
Developing: Overall performance and results need improvement in order to meet standards.	The overall performance and documented results needs improving in order to meet the expectations of the ISLLC 2008 Standards. The principal has earned a rating of 28 to 56 points for achieving an average rubric score of 2.0 to 2.9 as measured across the 6 domains of the Marshall Principal Rubric.
Ineffective: Overall performance and results do not meet standards.	The overall performance and documented results does not meet the expectations of the ISLLC 2008 Standards. The principal has earned a rating of 0 to 27 points for achieving an average rubric score of 1.0 to 1.9 as measured across the 6 domains of the Marshall Principal Rubric.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	28-56
Ineffective	0-27

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, May 08, 2012

Updated Wednesday, January 16, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59-60
Effective	57-58
Developing	28-56
Ineffective	0-27

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 Tuesday, May 08, 2012

Updated Thursday, January 17, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/126768-Df0w3Xx5v6/PIP Plan complete_1.pdf

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Please see document - Appeals - Principals

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.

All evaluators of principals will receive initial certification this year. Successful completion of training in the following year will result in lead evaluator recertification.

All evaluators of principals will attend the NYSED NTI principal training sessions in Albany during the School Years 2011-2012, 2012-2013 and 2013-2014.

Principal Evaluation sessions, Common Core Sessions, The NYS Principalship Principal Evaluation Data Driven Instruction for Principals, Superintendents

Other NTI sessions attended include Nov. 2011, Feb. 2012, Apr 2012 and June 2012. Two days of training sponsored by BOCES in Rochester were attended in October 2011.

The evaluators of principals also participated in Observation Analysis of Teaching workshop sessions (42.5 hours) and Data Driven Instruction training (37.5 hours).

Inter rater reliability will be ensured through the Principal Evaluation Calibration Assessment and on site coaching visits with Jon Saphier with Research to Better Teaching. Successful completion of training will result in certification. Recertification will occur annually in the same manner.

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 Thursday, January 17, 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/5581/328914-3Uqgn5g9Iu/DOC-11.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.

Scoring Methodology for the 60% Teacher Effects

NYSUT recommends the outcomes/scores of the 60% Teacher Effects be tied to an average rubric score from 1-4. Using these standard scores will make the conversion to a rating easier to understand and compute.

Converting points to a rating

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that scores 3.0 on the rubric would translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

Calculating Steps

- Taking into account the SED preset scales for the other two sub-components and the composite scores, NYSUT calculated the scale (point distribution) for each rating category (Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49) for this sub-component.
- Once these sub-component scale scores were determined, NYSUT calculated how much each rubric score category of 1-4 would be worth, based on the number of points within each category. For example, a 1 on the rubric equates to an ineffective rating, the number of possible rubric points in the 1 range would need to equate to the 49 points of the ineffective subcomponent score. SED requires that all points 0-60 are reachable, so the rubric scores in the Ineffective range were expanded in order to accommodate all of the possible scores 0-49. Each category conversion was calculated based on the possible number of rubric scores and the number of sub-component points within each category.

Teacher Effects Conversion Scale

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

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

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46

1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Revised 01/14/13 at 3:15p.m.

Student Learning Objectives (SLO) – Growth Measure Charts 20 points – (For teachers without a state provided growth score.)

Goal Setting:

As per the Student Learning Objective (SLO) procedures, the teacher and principal (or agreed upon BPS administrator) will mutually agree upon the academic goal for their students.

Decision-Making Chart for Goal Setting

Using the verified class roster(s) of students, the teacher and principal, will use the charts below for identifying the percent of students that will achieve the academic goal.

To Use:

- 1) Find the % SWD and/or % ELL.
- 2) Find the % Poverty.
- 3) Use the lowest % to adjust the academic goal using either the % SWD and/or % ELL or % Poverty chart.

Updated 1/15/2013 3:41 PM

% SWD and/or % ELL	% GOAL
0%	80%
1 – 22%	75%
23– 31%	70%
32– 49%	65%
50– 59%	60%
60– 74%	55%
75% or more	50%

% Poverty	% GOAL
29% or less	80%
30 to 59%	75%
60 to 69%	70%
70 to 79%	65%
80 to 89%	60%
90 to 99%	55%
100%	50%

Examples:

EX #1: 80% of the students will meet or exceed the academic goal.

EX #2: 75% of the students will meet or exceed the academic goal.

S L O	80% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																					
	INEFFECTIVE			DEVELOPING						EFFECTIVE										HIGHLY EFFECTIVE		
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-49%	50-54%	55-59%	60-64%	65-69%	70-74%	75-79%	80-81%	82-84%	85-90%	91-95%	96-100%		

S L O	75% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																					
	INEFFECTIVE			DEVELOPING						EFFECTIVE										HIGHLY EFFECTIVE		
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-49%	50-54%	55-59%	60-63%	64-66%	67-69%	70-74%	75-77%	78-82%	83-90%	91-95%	96-100%		

Examples:

EX #1: 70% of the students will meet or exceed the academic goal.

EX #2: 65% of the students will meet or exceed the academic goal.

S L O	70% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																						
	INEFFECTIVE			DEVELOPING						EFFECTIVE											HIGHLY EFFECTIVE		
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-45%	46-48%	49-51%	52-54%	55-62%	63-69%	70-72%	73-76%	77-84%	85-90%	91-94%	95-100%			

S L O	65% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																						
	INEFFECTIVE			DEVELOPING						EFFECTIVE											HIGHLY EFFECTIVE		
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-47%	48-50%	51-52%	53-54%	55-59%	60-64%	65-67%	68-75%	76-84%	85-90%	91-94%	95-100%			

Examples:

EX #1: 60% of the students will meet or exceed the academic goal.

EX #2: 55% of the students will meet or exceed the academic goal.

S L O	60% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																						
	INEFFECTIVE			DEVELOPING						EFFECTIVE											HIGHLY EFFECTIVE		
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
0-10%	11-15%	16-21%	22-25%	26-28%	29-32%	33-36%	37-41%	42-44%	45-47%	48-49%	50-51%	52-53%	54-56%	57-59%	60-66%	67-74%	75-79%	80-88%	89-93%	94-100%			

S L O	55% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																						
	INEFFECTIVE			DEVELOPING						EFFECTIVE											HIGHLY EFFECTIVE		
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-36%	37-38%	39-40%	41-42%	43-44%	45-48%	49-51%	52-54%	55-64%	65-74%	75-84%	85-91%	92-98%	99-100%			

Examples:

EX #1: 50% of the students will meet or exceed the academic goal.

SL O	50% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																			
	INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-33%	34-35%	36-37%	38-39%	40-41%	42-43%	44-45%	46-47%	48-49%	50-59%	60-69%	70-79%	80-89%	90-96%	97-100%

Scoring Methodology for the 60% Teacher Effects

NYSUT recommends the outcomes/scores of the 60% Teacher Effects be tied to an average rubric score from 1-4. Using these standard scores will make the conversion to a rating easier to understand and compute.

Converting points to a rating

The teacher's rating will drive how many points the teacher will receive toward the composite score. In this subcomponent, the teacher should first be rated according to the rubric, that rating would determine where the teacher falls in the HEDI categories, and then the points are applied. For example, a teacher that scores 3.0 on the rubric would translate to a score in the "effective" range. The teacher would then receive 58 points toward the composite score.

Calculating Steps

- Taking into account the SED preset scales for the other two sub-components and the composite scores, NYSUT calculated the scale (point distribution) for each rating category (Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49) for this sub-component.
- Once these sub-component scale scores were determined, NYSUT calculated how much each rubric score category of 1-4 would be worth, based on the number of points within each category. For example, a 1 on the rubric equates to an ineffective rating, the number of possible rubric points in the 1 range would need to equate to the 49 points of the ineffective subcomponent score. SED requires that all points 0-60 are reachable, so the rubric scores in the Ineffective range were expanded in order to accommodate all of the possible scores 0-49. Each category conversion was calculated based on the possible number of rubric scores and the number of sub-component points within each category.

Teacher Effects Conversion Scale

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

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

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46

1.383		47
1.392		48
1.400		49
Developing 50-56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57-58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Revised 01/14/13 at 3:15 p.m.

Teacher HEDI Local Measure of Student Achievement – 20 points

Goal Setting:

The teacher and principal (or agreed upon BPS administrator) will mutually agree upon the academic goal for the students.

Decision-Making Chart for Goal Setting

Using the verified class roster(s) of students, the teacher and principal, will use the charts below for identifying the percent of students that will achieve the academic a goal.

To Use:

- 1) Find the % SWD and/or % ELL.
- 2) Find the % Poverty.
- 3) Use the lowest % to adjust the academic goal using either the % SWD and/or % ELL or % Poverty chart.

Updated 1/15/2013 3:41 PM

% SWD and/or % ELL	% GOAL
0%	80%
01 – 22%	75%
23 – 35%	70%
36 – 49%	65%
50 – 59%	60%
60 – 74%	55%
75 % or more	50%

% Poverty	% GOAL
29% or less	80%
30 to 59%	75%
60 to 69%	70%
70 to 79%	65%
80 to 89%	60%
90 to 99%	55%
100%	50%

- In case of the adoption of the Value –Added Model

If the value added model is approved, a teacher’s 20 point HEDI score will be converted to a 15 point scale by using the following charts:

80% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-17%	18-34%	35-37%	38%	39-40%	41%	42-54%	55-58%	59-62%	63-66%	67-71%	72-75%	76-79%	80-89%	90-99%	100%

75% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-15%	16-31%	32-34%	35-38%	39-43%	44-47%	48-50%	51-54%	55-58%	59-62%	63-66%	67-70%	71-74%	75-83%	84-96%	97-100%

70% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-13%	14-28%	29-31%	32-35%	36-39%	40-43%	44-46%	47-50%	51-54%	55-58%	59-61%	62-65%	66-69%	70-80%	81-97%	98-100%

65% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-12%	13-25%	26-28%	29-32%	33-36%	37-40%	41-42%	43-46%	47-50%	51-53%	54-57%	58-60%	61-64%	65-78%	79-96%	97-100%

60% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-11%	12-22%	23-25%	26-29%	30-32%	33-36%	37-39%	40-42%	43-45%	46-49%	50-52%	53-56%	57-59%	60-76%	77%-97%	98-100%

55% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-9%	10-19%	20-22%	23-25%	26-29%	30-32%	33-35%	36-38%	39-41%	42-44%	45-48%	49-51%	52-54%	55-73%	74-95%	96-100%

50% Goal

INEFFECTIVE			DEVELOPING					EFFECTIVE						HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-7%	8-16%	17-19%	20-22%	23-26%	27-29%	30-31%	32-34%	35-37%	38-40%	41-43%	44-46%	47-49%	50-74%	75-95%	96-100%

Normal rounding rules apply to the nearest whole number. In no way will rounding result in a teacher moving from one HEDI category to another.

- **In case of No Value –Added Model**

Examples:

EX #1: 80% of the students will meet or exceed the academic goal.

EX #2: 75% of the students will meet or exceed the academic goal.

80% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-49%	50-54%	55-59%	60-64%	65-69%	70-74%	75-79%	80-81%	82-84%	85-90%	91-95%	96-100%

75% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-49%	50-54%	55-59%	60-63%	64-66%	67-69%	70-74%	75-77%	78-82%	83-90%	91-95%	96-100%

Examples:

EX #1: 70% of the students will meet or exceed the academic goal.

EX #2: 65% of the students will meet or exceed the academic goal.

70% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-45%	46-48%	49-51%	52-54%	55-62%	63-69%	70-72%	73-76%	77-84%	85-90%	91-94%	95-100%

65% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-47%	48-50%	51-52%	53-54%	55-59%	60-64%	65-67%	68-75%	76-84%	85-90%	91-94%	95-100%

Examples:

EX #1: 60% of the students will meet or exceed the academic goal.

EX #2: 55% of the students will meet or exceed the academic goal.

60% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-10%	11-15%	16-21%	22-25%	26-28%	29-32%	33-36%	37-41%	42-44%	45-47%	48-49%	50-51%	52-53%	54-56%	57-59%	60-66%	67-74%	75-79%	80-88%	89-93%	94-100%

55% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-36%	37-38%	39-40%	41-42%	43-44%	45-48%	49-51%	52-54%	55-64%	65-74%	75-84%	85-91%	92-98%	99-100%

Examples:

EX #1: 50% of the students will meet or exceed the academic goal.

50% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-33%	34-35%	36-37%	38-39%	40-41%	42-43%	44-45%	46-47%	48-49%	50-59%	60-69%	70-79%	80-89%	90-96%	97-100%

Revised 01/14/13 at 3:15 p.m.

Teacher HEDI Local Measure of Student Achievement – 20 points

Goal Setting:

The teacher and principal (or agreed upon BPS administrator) will mutually agree upon the academic goal for the students.

Decision-Making Chart for Goal Setting

Using the verified class roster(s) of students, the teacher and principal, will use the charts below for identifying the percent of students that will achieve the academic a goal.

To Use:

- 1) Find the % SWD and/or % ELL.
- 2) Find the % Poverty.
- 3) Use the lowest % to adjust the academic goal using either the % SWD and/or % ELL or % Poverty chart.

Updated 1/15/2013 3:41 PM

% SWD and/or % ELL	% GOAL
0%	80%
01 – 22%	75%
23 – 35%	70%
36 – 49%	65%
50 – 59%	60%
60 – 74%	55%
75 % or more	50%

% Poverty	% GOAL
29% or less	80%
30 to 59%	75%
60 to 69%	70%
70 to 79%	65%
80 to 89%	60%
90 to 99%	55%
100%	50%

Examples:

EX #1: 80% of the students will meet or exceed the academic goal.

EX #2: 75% of the students will meet or exceed the academic goal.

80% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-49%	50-54%	55-59%	60-64%	65-69%	70-74%	75-79%	80-81%	82-84%	85-90%	91-95%	96-100%

75% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-49%	50-54%	55-59%	60-63%	64-66%	67-69%	70-74%	75-77%	78-82%	83-90%	91-95%	96-100%

Examples:

EX #1: 70% of the students will meet or exceed the academic goal.

EX #2: 65% of the students will meet or exceed the academic goal.

70% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-45%	46-48%	49-51%	52-54%	55-62%	63-69%	70-72%	73-76%	77-84%	85-90%	91-94%	95-100%

65% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-47%	48-50%	51-52%	53-54%	55-59%	60-64%	65-67%	68-75%	76-84%	85-90%	91-94%	95-100%

Examples:

EX #1: 60% of the students will meet or exceed the academic goal.

EX #2: 55% of the students will meet or exceed the academic goal.

60% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-10%	11-15%	16-21%	22-25%	26-28%	29-32%	33-36%	37-41%	42-44%	45-47%	48-49%	50-51%	52-53%	54-56%	57-59%	60-66%	67-74%	75-79%	80-88%	89-93%	94-100%

55% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-36%	37-38%	39-40%	41-42%	43-44%	45-48%	49-51%	52-54%	55-64%	65-74%	75-84%	85-91%	92-98%	99-100%

Examples:

EX #1: 50% of the students will meet or exceed the academic goal.

50% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-33%	34-35%	36-37%	38-39%	40-41%	42-43%	44-45%	46-47%	48-49%	50-59%	60-69%	70-79%	80-89%	90-96%	97-100%

Principal Ratings Chart:

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

APPR Points	Percentage of students meeting individual growth targets	APPR Rating
0	0-29%	Ineffective
1	30-49%	Ineffective
2	50-64%	Ineffective
3	65-67%	Developing
4	68-70%	Developing
5	71-73%	Developing
6	74-76%	Developing
7	77-79%	Developing
8	80-81%	Effective
9	82-83%	Effective
10	84-85%	Effective
11	86-87%	Effective
12	88%	Effective
13	89%	Effective
14	90-95%	Highly Effective
15	96-100%	Highly Effective

Principal Ratings Chart:

8.2) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS WITH AN APPROVED VALUE-ADDED MEASURE

APPR Points	Percentage of students meeting individual growth targets	APPR Rating
0	0-29%	Ineffective
1	30-49%	Ineffective
2	50-64%	Ineffective
3	65-67%	Developing
4	68-70%	Developing
5	71-73%	Developing
6	74-75%	Developing
7	76-77%	Developing
8	78-79%	Developing
9	80%	Effective
10	81%	Effective
11	82%	Effective
12	83%	Effective
13	84%	Effective
14	85%	Effective
15	86%	Effective
16	87%	Effective
17	88-89%	Effective
18	90-93%	Highly Effective
19	94-96%	Highly Effective
20	97-100%	Highly Effective

Principal Ratings Chart: 7.3) STUDENT LEARNING OBJECTIVES AS
COMPARABLE GROWTH MEASURES (20 points)

APPR Points	Percentage of students meeting individual growth targets	APPR Rating
0	0-10%	Ineffective
1	11-20%	Ineffective
2	21-29%	Ineffective
3	30-33%	Developing
4	34-37%	Developing
5	38-41%	Developing
6	42-45%	Developing
7	46-50%	Developing
8	51-54%	Developing
9	55-58%	Effective
10	59-62%	Effective
11	63-65%	Effective
12	66-68%	Effective
13	69-71%	Effective
14	72-74%	Effective
15	75-77%	Effective
16	78-80%	Effective
17	81-84%	Effective
18	85-90%	Highly Effective
19	91-95%	Highly Effective
20	96-100%	Highly Effective

9.7 of the Buffalo Public Schools – Principal APPR

PRINCIPAL CONVERSION CHART

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.	The overall performance and documented results exceeds the expectations of the ISLLC 2008 Standards. The principal has earned a rating of 59 to 60 points for achieving an average rubric score of 3.5 to 4.0 as measured across the 6 domains of the Marshall Principal Rubric.
Effective: Overall performance and results meet standards.	The overall performance and documented results meets the expectations of the ISLLC 2008 Standards. The principal has earned a rating of 57 to 58 points for achieving an average rubric score of 3.0 to 3.4 as measured across the 6 domains of the Marshall Principal Rubric.
Developing: Overall performance and results need improvement in order to meet standards.	The overall performance and documented results needs improving in order to meet the expectations of the ISLLC 2008 Standards. The principal has earned a rating of 28 to 56 points for achieving an average rubric score of 2.0 to 2.9 as measured across the 6 domains of the Marshall Principal Rubric.
Ineffective: Overall performance and results do not meet standards.	The overall performance and documented results does not meet the expectations of the ISLLC 2008 Standards. The principal has earned a rating of 0 to 27 points for achieving an average rubric score of 1.0 to 1.9 as measured across the 6 domains of the Marshall Principal Rubric.

Principal Conversion Chart - Category Conversion for 60% Other Measures Score

	Ineffective	
1.0		0
1.1		3
1.2		6
1.3		9
1.4		12
1.5		15
1.6		18
1.7		21
1.8		24
1.9		27
	Developing	
2.0		28
2.1		31.1
2.2		34.2
2.3		37.3
2.4		40.4
2.5		43.5
2.6		46.6
2.7		49.7
2.8		52.8
2.9		56
	Effective	
3.0		57
3.1		57.3
3.2		57.5
3.3		57.8
3.4		58
	Highly Effective	
3.5		59
3.6		59.2
3.7		59.4
3.8		59.6
3.9		59.8
4.0		60.0

BUFFALO BOARD OF EDUCATION

SUPPLEMENTARY ANNUAL PROFESSIONAL PERFORMANCE REVIEW

The Supplementary Annual Professional Performance Review must be completed for any teacher that is not considered adequate for the position.

Teacher's name	
School	
Administrator completing Supplementary	
Position of administrator	

1.	On what dates did you bring reported inadequacies to the teacher's attention? <i>(This is an expandable box).</i>
2.	What written constructive suggestions for improvement did you give the teacher? On what dates? <i>(This is an expandable box).</i>
3.	On what dates did you make subsequent observations of the teacher? <i>(This is an expandable box).</i>
4.	Was the teacher provided with written feedback and suggestions for improvement following each observation? On what dates? <i>(This is an expandable box).</i>

Administrator's signature _____ **Date** _____

Teacher's signature _____ **Date** _____
(Signature does not necessarily constitute agreement)

Note: A teacher may respond to an adverse APPR utilizing one or more of the following strategies:

- 1) An appeal of the ineffective rating.*
- 2) Creating a rebuttal which will be attached to the official copy of the APPR on file in the Human Resources Department.*
- 3) File a grievance challenging the outcome of an APPR that failed to comply with the process approved by the Commissioner of Education, Buffalo Board of Education, Professional Council, and/or Master Contract.*

*Defined in Glossary

**BUFFALO PUBLIC SCHOOLS
ANNUAL PROFESSIONAL PERFORMANCE REVIEW
TEACHER IMPROVEMENT PLAN (TIP)**

The TIP is used to assist teachers in meeting District expectations in one, but no more than three, of the Annual Professional Performance Review criteria. The TIP is jointly developed by the teacher and the principal. When completing the TIP, use multiple pages, if necessary. Copies of the final TIP leading to the APPR should only be forwarded to the teacher, principal, assistant principal, and teacher personnel file. Every TIP should have the complete Annual Professional Performance Review criteria and criteria indicators attached.

Teacher: _____	Administrator: _____
School: _____	Status: Temporary <input type="checkbox"/> Probationary <input type="checkbox"/> Tenured <input type="checkbox"/>
Grade: _____	Subject: _____

ANNUAL PROFESSIONAL PERFORMANCE REVIEW CRITERIA (A TIP must address at least one but no more than three (3) NYS Teaching Standards.)	Identify the APPR aligned element/indicator(s) that will be addressed in the TIP
<input type="checkbox"/> I. Knowledge of Students and Student Learning	
<input type="checkbox"/> II. Knowledge of Content and Instructional Planning	
<input type="checkbox"/> III. Instructional Practice	
<input type="checkbox"/> IV. Learning Environment	
<input type="checkbox"/> V. Assessment for Student Learning	
<input type="checkbox"/> VI. Professional Responsibilities and Collaboration	
<input type="checkbox"/> VII. Professional Growth	

TEACHER IMPROVEMENT PLAN

Teacher Signature _____ Date: _____

Principal's Signature _____ Date: _____

STANDARD & ELEMENT/ INDICATOR(S) TO BE ADDRESSED	STRATEGIES/ RECOMMENDATIONS (WITH RESOURCES AND/OR PERSONNEL NEEDED)	EXPECTED EVIDENCE: DOCUMENTATION AND/OR PERFORMANCE	TIMELINE	STATUS (e.g. "Successfully completed, 1/20/13"; "Continued 1/20/13")
Criterion _____ Indicator(s) _____				

DRAFT

Teacher Signature _____ Date: _____

Principal's Signature _____ Date: _____

**Buffalo Public Schools
Principal Improvement Plan
(PIP)
for Administrators**

TABLE OF CONTENTS

Purpose Statement _____	2
Continuous Improvement Categories _____	3
Process for Continuous Improvement _____	5
Portfolio for Evidence of Continuous Improvement __	5
Forms for Plans _____	7

Purpose for Principal Improvement Plan (PIP)

The purpose of the administrator Principal Improvement Plan (PIP) process is individual continuous improvement in the service of improved student achievement.

An individual administrator creates annual goals, develops plans for action, and provides evidence of continuous improvement in the service of improved student achievement related to the identified domain(s) of focus, as identified in the administrator's annual evaluation. These domains refer to the six domains covering all aspects of a principal's job performance, as outlined in the Marshall Rubric (Marshall, 2011):

- A. Diagnosis and Planning
- B. Priority Management and Communication
- C. Curriculum and Data
- D. Supervision, Evaluation, and Professional Development
- E. Discipline and Parent Involvement
- F. Management and External Relations

Each administrator who is developing a PIP can maintain a portfolio to show evidence of progress toward each goal, which will be scored using a four-level rating scale:

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

Note: If required to address multiple domains, administrators should try to connect the activities of the domains of focus in order to maximize the amount of time and effort. All goals should explicitly indicate the connection between the goal and student achievement and the district strategic plan.

Principal Improvement Plan (PIP) Process

Pre-evaluation Conference

Each administrator will meet with his/her supervisor in September or October to create consensus on the goals to be accomplished by the administrator during the school year and set dates for midyear and end of year conferences. The administrator can create a portfolio to provide evidence of improvement in the domain(s) of focus.

Mid Year Progress Review

Each administrator will meet with his/her supervisor in January or February to discuss progress or may submit a report on progress on the goals.

End of Year Progress Review

Each administrator will meet with his/her supervisor to review progress on the goals. The administrator will submit a portfolio of evidence of improvement in the domain(s) of focus.

Note: Goal Setting

Goals should be set to show improvement over one school year, but may include more than one year. Goals should be written in general terms, such as “increase parent understanding of” and should show connections to student achievement and support for the district strategic plan.

Portfolio Evidence

Consider including evidence that can be determined through data, such as surveys that can provide evidence of actual growth. For example, if the goal is to increase communication about student achievement to parents, devise a process for parents to provide feedback of success in that area. A simple survey of parents as part of a newsletter in the beginning and end of the year might provide the kind of information needed to show continuous improvement.

Principal Improvement Plan (PIP)

Plan of Action

Name _____ School _____ School Year _____

Supervisor Signature _____

Administrator Signature _____

A. Diagnosis and Planning:

--

Plan of Action	Mid Year Progress	End of Year Progress

B. Priority Management and Communication

Plan of Action	Mid Year Progress	End of Year Progress

Developed by Buffalo Public Schools.

C. Curriculum and Data:

Plan of Action	Mid Year Progress	End of Year Progress

D. Supervision, Evaluation, and Professional Development

Plan of Action	Mid Year Progress	End of Year Progress

Developed by Buffalo Public Schools.

F. Management and External Relations

Plan of Action	Mid Year Progress	End of Year Progress

Developed by Buffalo Public Schools.

FINAL ASSESSMENT

Performance Assessment

STANDARD: _____

Use the portfolio to think about and rate the degree to which each *Standard Strategy* is evident in your practices as a school leader. Please use additional forms as needed.

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

	1	2	3	4

Which standard component needs to be strengthened?

**Buffalo Public Schools
Principal Improvement Plan
(PIP)
for Administrators**

TABLE OF CONTENTS

Purpose Statement _____	2
Continuous Improvement Categories _____	3
Process for Continuous Improvement _____	5
Portfolio for Evidence of Continuous Improvement __	5
Forms for Plans _____	7

Purpose for Principal Improvement Plan (PIP)

The purpose of the administrator Principal Improvement Plan (PIP) process is individual continuous improvement in the service of improved student achievement.

An individual administrator creates annual goals, develops plans for action, and provides evidence of continuous improvement in the service of improved student achievement related to the identified domain(s) of focus, as identified in the administrator's annual evaluation. These domains refer to the six domains covering all aspects of a principal's job performance, as outlined in the Marshall Rubric (Marshall, 2011):

- A. Diagnosis and Planning□
- B. Priority Management and Communication□
- C. Curriculum and Data
- D. Supervision, Evaluation, and Professional Development
- E. Discipline and Parent Involvement□
- F. Management and External Relations

Each administrator who is developing a PIP can maintain a portfolio to show evidence of progress toward each goal, which will be scored using a four-level rating scale:

- 4 – Highly Effective
- 3 – Effective□
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

□**Note:** If required to address multiple domains, administrators should try to connect the activities of the domains of focus in order to maximize the amount of time and effort. All goals should explicitly indicate the connection between the goal and student achievement and the district strategic plan.

Principal Improvement Plan (PIP) Process

Timeline

The PIP will be implemented no later than 10 school days after the start of the school year. Thereafter, progress shall be monitored on a quarterly basis. The first progress meeting shall occur no later than November 15th. The second shall occur no later than January 30th; and the third progress meeting shall occur no later than April 30.

Pre-evaluation Conference□

Each administrator will meet with his/her supervisor in September or October to create consensus on the goals to be accomplished by the administrator during the school year and set dates for midyear and end of year conferences. The administrator can create a portfolio to provide evidence of improvement in the domain(s) of focus.

Mid Year Progress Review□

Each administrator will meet with his/her supervisor in January or February to discuss progress or may submit a report on progress on the goals.

End of Year Progress Review□

Each administrator will meet with his/her supervisor to review progress on the goals. The administrator will submit a portfolio of evidence of improvement in the domain(s) of focus.

Note: Goal Setting□

Goals should be set to show improvement over one school year, but may include more than one year. Goals should be written in general terms, such as “increase parent understanding of” and should show connections to student achievement and support for the district strategic plan.

Portfolio Evidence□

Consider including evidence that can be determined through data, such as surveys that can provide evidence of actual growth. For example, if the goal is to increase communication about student achievement to parents, devise a process for parents to provide feedback of success in that area. A simple survey of parents as part of a newsletter in the beginning and end of the year might provide the kind of information needed to show continuous improvement.

Principal Improvement Plan (PIP)

Plan of Action

Name _____ School _____ School Year _____

Supervisor Signature _____

Administrator Signature _____

A. Diagnosis and Planning:

2

Plan of Action	Mid Year Progress	End of Year Progress
2	2	2
2	2	2
2	2	2

B. Priority Management and Communication

	Plan Year Progress %	Mid Year Progress %	End Year Progress %
%	!	!	!
%	!	!	!
%	!	!	!
%	!	!	!
%	!	!	!
%	!	!	!
%	!	!	!
%	!	!	!
%	!	!	!
%	!	!	!

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C. Curriculum and Data:

	Final 2017-2018 %	Mid Year 2018 Progress %	Final 2017-2018 Progress %
%	!	!	!
%	!	!	!
%	!	!	!
%	!	!	!
%	!	!	!
%	!	!	!
%	!	!	!
%	!	!	!

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D. Supervision, Evaluation, and Professional Development

Plan % Action %	Mid Year % Progress %	End of Year % Progress %
%	!	!
%	!	!
%	!	!
%	!	!
%	!	!
%	!	!
%	!	!
%	!	!

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F. Management and External Relations

1

	Plan Year Action %	Mid Year Progress %	End Year Progress %
%			
%			
%			
%			
%			
%			
%			
%			

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1

FINAL ASSESSMENT
Performance Assessment

STANDARD: _____

Use the portfolio to think about and rate the degree to which each *Standard Strategy* is evident in your practices as a school leader. Please use additional forms as needed.

4 – Highly Effective

3 – Effective

2 – Improvement Necessary

1 – Does Not Meet Standards

	1	2	3	4

Which standard component needs to be strengthened?

Revised 01/14/13 at 3:15 p.m.

Student Learning Objectives (SLO) – Growth Measure Charts 20 points – (For teachers without a state provided growth score.)

Goal Setting:

As per the Student Learning Objective (SLO) procedures, the teacher and principal (or agreed upon BPS administrator) will mutually agree upon the academic goal for their students.

Decision-Making Chart for Goal Setting

Using the verified class roster(s) of students, the teacher and principal, will use the charts below for identifying the percent of students that will achieve the academic goal.

To Use:

- 1) Find the % SWD and/or % ELL.
- 2) Find the % Poverty.
- 3) Use the lowest % to adjust the academic goal using either the % SWD and/or % ELL or % Poverty chart.

% SWD and/or % ELL	% GOAL
0%	80%
1 – 22%	75%
23 – 31%	70%
32 – 49%	65%
50 – 59%	60%
60 – 74%	55%
75% or more	50%

% Poverty	% GOAL
29% or less	80%
30 to 59%	75%
60 to 69%	70%
70 to 79%	65%
80 to 89%	60%
90 to 99%	55%
100%	50%

Revised 01/14/13 at 3:15 p.m.

Teacher HEDI Local Measure of Student Achievement – 20 points

Goal Setting:

The teacher and principal (or agreed upon BPS administrator) will mutually agree upon the academic goal for the students.

Decision-Making Chart for Goal Setting

Using the verified class roster(s) of students, the teacher and principal, will use the charts below for identifying the percent of students that will achieve the academic a goal.

To Use:

- 1) Find the % SWD and/or % ELL.
- 2) Find the % Poverty.
- 3) Use the lowest % to adjust the academic goal using either the % SWD and/or % ELL or % Poverty chart.

% SWD and/or % ELL	% GOAL
0%	80%
01 – 22%	75%
23 – 35%	70%
36 – 49%	65%
50 – 59%	60%
60 – 74%	55%
75 % or more	50%

% Poverty	% GOAL
29% or less	80%
30 to 59%	75%
60 to 69%	70%
70 to 79%	65%
80 to 89%	60%
90 to 99%	55%
100%	50%

Examples:

EX #1: 80% of the students will meet or exceed the academic goal.

EX #2: 75% of the students will meet or exceed the academic goal.

S L O	80% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																						
	INEFFECTIVE			DEVELOPING						EFFECTIVE											HIGHLY EFFECTIVE		
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-49%	50-54%	55-59%	60-64%	65-69%	70-74%	75-79%	80-81%	82-84%	85-90%	91-95%	96-100%			

S L O	75% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																						
	INEFFECTIVE			DEVELOPING						EFFECTIVE											HIGHLY EFFECTIVE		
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-49%	50-54%	55-59%	60-63%	64-66%	67-69%	70-74%	75-77%	78-82%	83-90%	91-95%	96-100%			

Examples:

EX #1: 70% of the students will meet or exceed the academic goal.

EX #2: 65% of the students will meet or exceed the academic goal.

S L O	70% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																						
	INEFFECTIVE			DEVELOPING						EFFECTIVE											HIGHLY EFFECTIVE		
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-45%	46-48%	49-51%	52-54%	55-62%	63-69%	70-72%	73-76%	77-84%	85-90%	91-94%	95-100%			

S L O	65% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																						
	INEFFECTIVE			DEVELOPING						EFFECTIVE											HIGHLY EFFECTIVE		
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-47%	48-50%	51-52%	53-54%	55-59%	60-64%	65-67%	68-75%	76-84%	85-90%	91-94%	95-100%			

Examples:

EX #1: 60% of the students will meet or exceed the academic goal.

EX #2: 55% of the students will meet or exceed the academic goal.

S L O	60% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																					
	INEFFECTIVE			DEVELOPING						EFFECTIVE										HIGHLY EFFECTIVE		
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
0-10%	11-15%	16-21%	22-25%	26-28%	29-32%	33-36%	37-41%	42-44%	45-47%	48-49%	50-51%	52-53%	54-56%	57-59%	60-66%	67-74%	75-79%	80-88%	89-93%	94-100%		

S L O	55% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																					
	INEFFECTIVE			DEVELOPING						EFFECTIVE										HIGHLY EFFECTIVE		
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-36%	37-38%	39-40%	41-42%	43-44%	45-48%	49-51%	52-54%	55-64%	65-74%	75-84%	85-91%	92-98%	99-100%		

Examples:

EX #1: 50% of the students will meet or exceed the academic goal.

SL O	50% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																					
	INEFFECTIVE			DEVELOPING						EFFECTIVE											HIGHLY EFFECTIVE	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-33%	34-35%	36-37%	38-39%	40-41%	42-43%	44-45%	46-47%	48-49%	50-59%	60-69%	70-79%	80-89%	90-96%	97-100%		

Examples:

EX #1: 80% of the students will meet or exceed the academic goal.

EX #2: 75% of the students will meet or exceed the academic goal.

80% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-49%	50-54%	55-59%	60-64%	65-69%	70-74%	75-79%	80-81%	82-84%	85-90%	91-95%	96-100%

75% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-49%	50-54%	55-59%	60-63%	64-66%	67-69%	70-74%	75-77%	78-82%	83-90%	91-95%	96-100%

Examples:

EX #1: 70% of the students will meet or exceed the academic goal.

EX #2: 65% of the students will meet or exceed the academic goal.

70% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-45%	46-48%	49-51%	52-54%	55-62%	63-69%	70-72%	73-76%	77-84%	85-90%	91-94%	95-100%

65% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-38%	39-42%	43-47%	48-50%	51-52%	53-54%	55-59%	60-64%	65-67%	68-75%	76-84%	85-90%	91-94%	95-100%

Examples:

EX #1: 60% of the students will meet or exceed the academic goal.

EX #2: 55% of the students will meet or exceed the academic goal.

60% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-10%	11-15%	16-21%	22-25%	26-28%	29-32%	33-36%	37-41%	42-44%	45-47%	48-49%	50-51%	52-53%	54-56%	57-59%	60-66%	67-74%	75-79%	80-88%	89-93%	94-100%

55% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE									HIGHLY EFFECTIVE		
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-34%	35-36%	37-38%	39-40%	41-42%	43-44%	45-48%	49-51%	52-54%	55-64%	65-74%	75-84%	85-91%	92-98%	99-100%

Examples:

EX #1: 50% of the students will meet or exceed the academic goal.

50% of the students in _____ (insert teachers name and subject area) will meet or exceed the academic goal																				
INEFFECTIVE			DEVELOPING						EFFECTIVE								HIGHLY EFFECTIVE			
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-6%	7-13%	14-19%	20-23%	24-27%	28-30%	31-33%	34-35%	36-37%	38-39%	40-41%	42-43%	44-45%	46-47%	48-49%	50-59%	60-69%	70-79%	80-89%	90-96%	97-100%

3012-c: Appeals process for Building administrators

The parties have agreed to the following appeal procedure for Building Administrators who have received an “Ineffective” rating:

- A. Purpose- The purpose of the appeals procedure shall be to equitably settle disputes which may arise with respect to specific claims of violation, misapplication or misinterpretation of the agreements between the parties set forth below.
- B. Structure- A tenured building administrator receiving an ineffective rating may challenge the following in an appeal: 1) the substance of the Annual Professional Performance Review; 2) the District’s adherence to the standards and methodologies required for such reviews; 3) adherence to the regulations of the Commissioner and compliance with the procedure outlined below, 4) adherence to the collective bargaining agreement between the district and BCSA, with the exception set forth in paragraph C below, as well as the District’s issuance and/or terms of the Principal Improvement Plan (PIP).
- C. Procedure- A building administrator who received an “ineffective” rating may appeal to the Superintendent of Schools or his/her designee. Such appeal must be submitted in writing within thirty (30) calendar days of the receipt of the evaluation which shall set forth the nature of the objection to the substance of the evaluation. Appeals should specify all the issues that form the basis of the appeal, and be accompanied by supporting documentation. A building administrator may only file one appeal on the same evaluation. Appeals not commenced with thirty (30) calendar days are deemed waived.
- D. At the Administrator’s option, either the Superintendent or the Board of Education shall have the discretion to uphold a rating, modify a rating, order a reevaluation or determine another option as a response to the appeal. The decision of the Superintendent or the Board of Education shall be in writing and served upon the building administrator with a copy to the evaluator within thirty (30) calendar days of receipt of the appeal. The written decision and the appeal documents should be attached to the evaluation and placed in the building administrator’s personnel file.

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

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

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

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

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

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

Signatures, dates


Superintendent Signature: Date:

 1-17-13

Teachers Union President Signature: Date:

 1/17/13

Administrative Union President Signature: Date:

 1/17/13

Board of Education President Signature: Date:

 1/17/13