

Annual Professional Performance Reviews: 2012-13

Created Tuesday, May 08, 2012

Updated Thursday, January 17, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

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 (NYSED)
-
- Strengthening Teacher and Leader Effectiveness RFP (NYSED)
-
- Systemic Supports for District and School Turnaround (NYSED)

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)

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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

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
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.	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.

2.6) 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.

<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>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>

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.

<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</p>

	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	Erie1 BOCES-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	Erie1 BOCES-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	Erie1 BOCES-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

Updated Thursday, January 17, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

.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.

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.

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.

3.7) 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.	<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>
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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–deve loped	BPS-developed (Grade Specific) Health assessment
All Other Courses	5) District/regional/BOCES–deve loped	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)
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

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

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

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

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.
	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

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric (2012 Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, May 08, 2012
Updated Thursday, January 17, 2013

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/126762-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

[beginning in year 2].

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