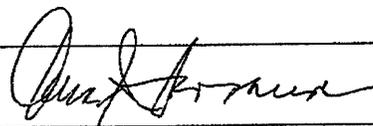


**Appendix A: Application for Charter Renewal Certification Statement**

<b>Charter School Name</b>	<b>COMMUNITY Charter School</b>
<b>School Location (City/Town/Borough if NYC)</b>	<b>404 Edison Ave. Buffalo, NY 14215</b>
<b>Date School Opened</b>	<b>September 1, 2002</b>
<b>Charter Term History (list terms of initial and all renewal current charters)</b>	<b>2001-2006 2006-2007 2007-2009 2009-2013</b>
<b>Current Enrollment</b>	<b>336</b>
<b>Charter Maximum Enrollment*</b>	<b>342</b>
<b>Charter District(s) or Region* or Community School District if NYC</b>	<b>Buffalo Public Schools</b>
<b>Charter Grade Span*</b>	<b>K - 6</b>
<b>Current Grades Served *</b>	<b>K - 6</b>
<b>District(s) Served or Community School Districts if NYC</b>	<b>Buffalo Public Schools</b>
<b>*Maximum enrollment, grade span, and district(s) or region for which the school is chartered.</b>	

I hereby certify that the information submitted in this Application for Charter Renewal is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Trustees; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

<b>Signature of Chair of Board of Trustees (or designated signatory)</b>	
<b>Date</b> 8/10/12	<b>August 10, 2012</b>
<b>Print/Type Name</b>	<b>Carmen J. Iannaccone</b>
<b>Title (if designated)</b>	<b>Board of Trustees President</b>
<b>Date of approval by Board of Trustees</b>	<b>August 10, 2012</b>

## Appendix B: Performance Goals Evidence

### Academic Goals Table

<b>Evidence of Attainment of Academic Goals during Current Charter Term</b>			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	Progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
At the end of Year 4 of the renewed charter, 75% of all students in Grades 3-6 will score at or above Level 3 in all NYS assessments for ELA and math.	Outcomes on NYS assessments.	Partial attainment. See data provided in Section 1.	Re-Start initiative, specifically as described in Section 1, will be implemented in order to make significant and rapid increases in student attainment.
For those students in Grades 3-6 that are not scoring at a proficiency level (level 3 or 4) on the NYS assessments for ELA and math, there will be a 5% increase in the total number of students scoring at a proficient level (level 3 or 4) for these assessments the following year until proficiency is achieved.	Outcomes on NYS assessments.	Partial attainment. See data provided in Section 1.	Re-Start initiative, specifically as described in Section 1, will be implemented in order to make significant and rapid increases in student attainment.
COMMUNITY Charter School will continue to substantially outperform the Buffalo City School District annually on the New York State ELA, math, science and social studies assessment.	Outcomes on NYS assessments.	Partial attainment. See data provided in Section 1.	Re-Start initiative, specifically as described in Section 1, will be implemented in order to make significant and rapid increases in student attainment.

### Organizational Goals Table

<b>Evidence of Attainment of Organizational Goals during Current Charter Term</b>			
Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	Progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Complete a building project to expand the learning environment at the school.	Completion of project	Met the Goal	
Continue to market COMMUNITY Charter School to the surrounding neighborhood and achieve enrollment at or near capacity	Enrollment	Met the Goal	
Secure an administrative team that is effective in improving student achievement and meeting the diverse academic and social emotional needs of the students	Organizational development and student achievement	Progress was made towards meeting the goal. Effective team is in place.	Re-Start initiative will provide training and support to the administrative team and will support student achievement,
Align the curriculum with the New York State Common Core Learning Standards	Aligned curriculum	Progress was made toward this goal. Curriculum alignment mapping and related activities are underway	Continued and expanded staff development and use of curriculum alignment resources.
Align programs and charter	Programs and charter requirements are aligned	Progress was made. Modified mission statement is better aligned with programs and Re-Start goals	Revised mission statement and Re-Start initiatives

### Financial Goals Table

<b>Evidence of Attainment of Financial Goals during Current Charter Term</b>			
Financial goal or objective	Measure used to evaluate progress toward attainment of goal or objective	Progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Achieving and maintaining financial stability	Positive fund balances and adequate cash flows; Other evidence of effective financial management	Met the goal	
Operate with realistic budgets and engage in financial management planning.	Effective budgeting and fiscal stability	Met the goal	

### Charter-Specific Goals Table

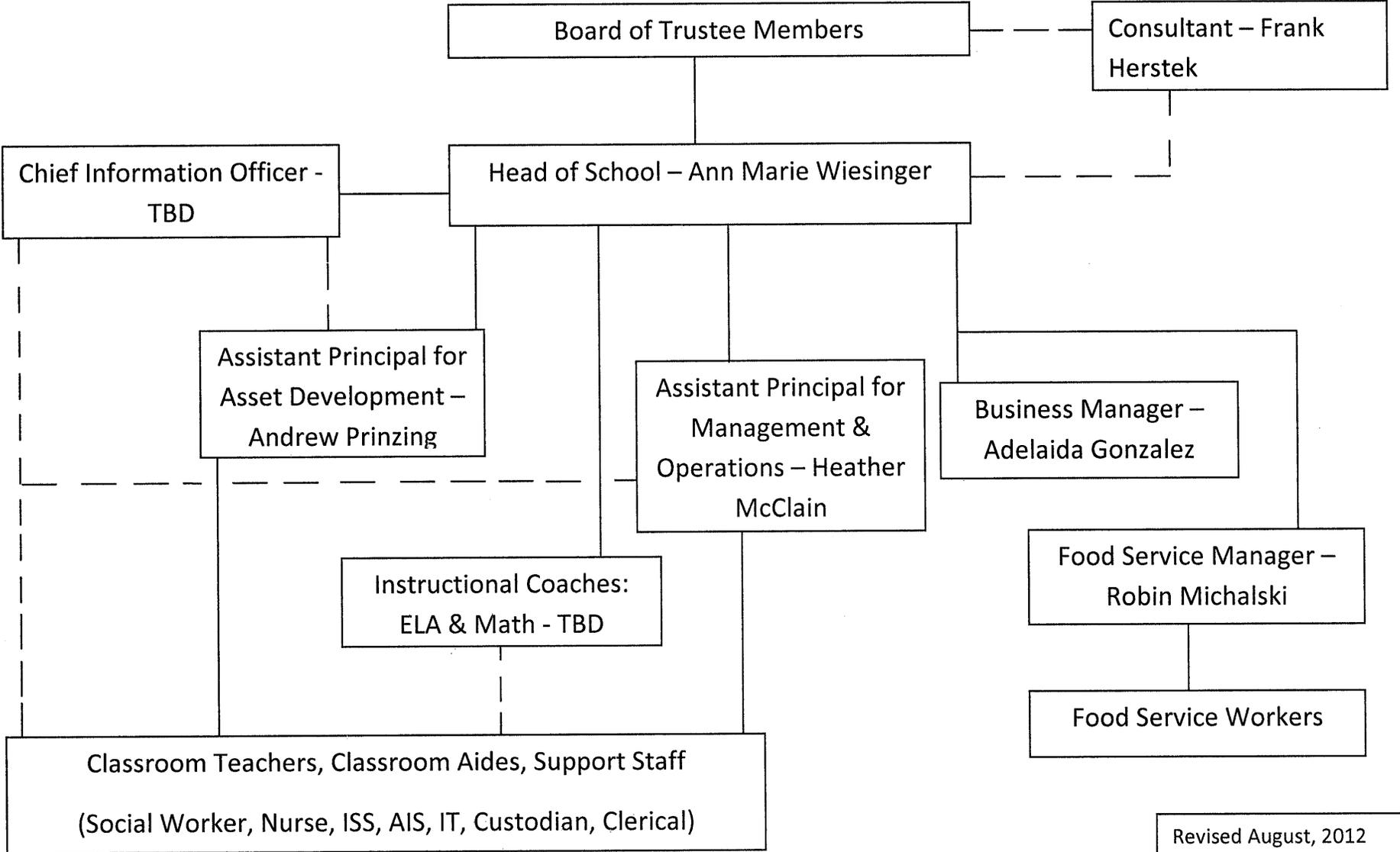
<b>Evidence of Attainment of Financial Goals during Current Charter Term</b>			
Financial goal or objective	Measure used to evaluate progress toward attainment of goal or objective	Progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective

### Appendix C: Enrollment of Students with Special Needs

List the number of special education students, number of students receiving services under Section 504 of the Rehabilitation Act (Section 504), and number of students identified as English language learners (ELL) for each year it is available for the current charter term.

School Year	Year 1 2008-2009	Year 2 2009-2010	Year 3 2010-2011	Year 4 2011-2012
<b>Student Enrollment</b>				
<b>Special Education</b>	47	42	44	41
<b>Section 504</b>	1	3	4	7
<b>English Language Learners</b>	0	0	0	0
<b>Total School Enrollment</b>	48	45	48	48

# COMMUNITY CHARTER SCHOOL ORGANIZATIONAL CHART



Revised August, 2012

# School Leader Evaluation

## Proposed Model for Independent Charter Schools

Compliant with NYS Education Law 3012-c

Prepared by CEI-PEA

As of June 20, 2012

### Overall HEDI Score

Under NYS education law 3012-c, the State has established scoring ranges (scoring bands) for an overall composite rating of each teacher as “Highly Effective,” “Effective,” “Developing,” or “Ineffective.” Known as the HEDI rating system, the overall score ranges have been set by State as listed below. The HEDI rating system for each subcomponent is correlated to the State’s overall ranges in order to ensure alignment throughout all elements of a teacher’s evaluation.

2011-2012 and 2012-2013 where No Value-added Growth Measure	Overall Composite Score
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

### Sub-Component Point Assignments

Total Points	What is Measured
20	<b>STUDENT GROWTH – SCHOOL-WIDE</b>
20	<b>STUDENT ATTAINMENT – SCHOOL-WIDE</b>
60	<p><b>ASSESSMENT OF PRINCIPAL LEADERSHIP AND MANAGEMENT</b></p> <p><b>In-School Reviews of Leadership (35 points)</b></p> <ul style="list-style-type: none"> <li>- <u>Two announced observations conducted by a trained, independent observer</u> who will use rubrics developed by CEI-PEA that have been reviewed and approved by national experts in school leader evaluation.                             <ul style="list-style-type: none"> <li>o One observation will focus on implementation of Danielson Framework for Teaching.</li> <li>o The other observation will focus on leadership at a group meeting.</li> </ul> </li> <li>- At least <u>one unannounced visit conducted by a Board Member (“supervisor”)</u> who will produce a narrative summary of his/her visit to be included as part of the data for the Summative Assessment (see below).</li> <li>- Points allocated to <u>Summative Assessment</u> conducted in Spring by supervisor in consultation with the school leader, using (at a minimum) data from above listed in-school reviews. The independent observer will help facilitate the Summative Assessment conference.</li> </ul> <p><b>Survey of Leadership (25 points)</b></p> <ul style="list-style-type: none"> <li>- Uses Val-ED, an independently-administered survey to assess school leader’s performance.</li> <li>- Includes self-assessment by the school leader and blind survey of teachers and the school leader’s supervisor.</li> <li>- Scoring correlated to national representative sample.</li> <li>- Points allocated to <u>Overall Mean Score</u>.</li> </ul>
<b>100</b>	<b>TOTAL POINTS</b>

# Student Growth – School-Wide

## 20 points

### Student Growth – School Wide

**Student Achievement Data Source:** Growth data for all grades and students served in the school.

**Growth Targets:** As part of their teacher evaluation, every teacher in the school must establish Classroom/Cohort Growth targets that account for the growth of each individual student on either NYS Assessments or approved third-party assessments that are correlated to Student Learning Outcome (SLO) targets. School-wide growth will be taken as the aggregate of all growth targets through the following equation:

$$\frac{(\text{TOTAL \# OF STUDENTS* THAT MEET OR EXCEED THEIR GROWTH TARGET})}{(\text{TOTAL NUMBER OF STUDENTS TESTED})} \times 100 = \frac{\% \text{ OF STUDENTS THAT ACHIEVED THEIR GROWTH TARGET}}{\% \text{ OF STUDENTS THAT ACHIEVED THEIR GROWTH TARGET}}$$

*\*Note that "total # of students" is equivalent to the total number of student growth targets across all grade levels and subject areas, not individual students. For example, a student may be assessed multiple times (Math, ELA, science, social studies, etc.). The "student" total corresponds with the number of growth targets, not the individual person.*

**HEDI Score:** The % of students that meet their growth targets is assigned to a 0-20 score on the HEDI scale (see below), which in turn corresponds to one of four categories—Highly Effective, Effective, Developing or Ineffective.

<p><b>Highly Effective:</b> 86-100% of students meet their Growth Target.</p> <p><b>Effective:</b> 49% -85% of students meet their Growth Target</p> <p><b>Developing:</b> 15% - 44% of students meet their Growth Target.</p> <p><b>Ineffective:</b> 14% or less of students meet their Growth Target.</p>																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94%	86-89%	85%	80-84%	75-79%	70-74%	65-69%	60-64%	55-59%	50-54%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	10-14%	5-9%	0-4%

# Student Attainment – School Wide

## 20 points

### School Leader for Grades K - 6

Student Achievement Data Source: NYS Assessments for Math and ELA (grades 3-6).

% Determination Method:

$$\frac{(\text{TOTAL \# OF STUDENTS (3-6) SCORING AT OR ABOVE LEVEL 3}}{\text{TOTAL NUMBER OF STUDENTS (3-6) TESTED)} \times 100 = \% \text{ OF STUDENTS AT OR ABOVE GRADE LEVEL}$$

**HEDI Score:** The % of students that achieve at or above level 3 on State Assessments is assigned to a 0-20 score on the HEDI scale (see below), which in turn corresponds to one of four categories—Highly Effective, Effective, Developing or Ineffective.

<p><b>Highly Effective:</b> 86-100% of students achieve at or above level 3 on State Assessments.</p> <p><b>Effective:</b> 49% -85% of students achieve at or above level 3 on State Assessments</p> <p><b>Developing:</b> 15% - 44% of students achieve at or above level 3 on State Assessments.</p> <p><b>Ineffective:</b> 14% or less of students achieve at or above level 3 on State Assessments.</p>																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94%	86-89%	85%	80-84%	75-79%	70-74%	65-69%	60-64%	55-59%	50-54%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	10-14%	5-9%	0-4%

# Assessment of Principal Leadership & Management

## 60 points

### IN-SCHOOL REVIEWS OF LEADERSHIP (35 points)

- Two announced observations conducted by a trained, independent observer who will use rubrics developed by CEI-PEA that have been reviewed and approved by national experts in school leader evaluation.
  - o One observation will focus on implementation of Danielson Framework for Teaching.
  - o The other observation will focus on leadership at a group meeting.
- At least one unannounced visit conducted by a Board Member (“supervisor”) who will produce a narrative summary of his/her visit to be included as part of the data for the Summative Assessment (see below).
- Points allocated to Summative Assessment conducted in Spring by supervisor in consultation with the school leader, using (at a minimum) data from above listed in-school reviews. The independent observer will help facilitate the Summative Assessment conference.

### Observation on Danielson Implementation

**Data Source:** Scores from observation rubric. The rubric assesses the school leader’s ability to effectively implement the Danielson Framework in the areas listed in the table below. For each area, the school leader is given “Quality Points” based on their assessed level (0-3). The Quality Points are totaled (0-24) and then converted to HEDI points that area aligned with the overall composite scoring bands established by the NYSED.

Area of Assessment	Below Basic	Basic	Proficient	Distinguished	QUALITY POINTS
Knowledge of Evaluation Process	0	1	2	3	0-3
Support for Sustainable Improvements	0	1	2	3	0-3
Fostering of Instructional Excellence	0	1	2	3	0-3
Respect and Rapport with Teachers	0	1	2	3	0-3
Establishment of Teacher Accountability	0	1	2	3	0-3
Goal Setting for Performance Improvement	0	1	2	3	0-3
Communication of Evaluation Purpose and Procedures	0	1	2	3	0-3
Improvement Plan Development	0	1	2	3	0-3
<b>TOTAL QUALITY POINTS</b>					<b>0-24</b>

**For formative assessment purposes only,** the Quality Points convert to the following ranges:

**Highly Effective** – 22-24 Quality Points

**Effective** – 18-21 Quality Points

**Developing** – 16-17 Quality Points

**Ineffective** – 15 or less Quality Points.

## Observation of Leading a Group Meeting

**Data Source:** Scores from observation rubric. The rubric assesses the school leader's ability to effectively lead a meeting based on the areas listed below. For each area, the school leader is given "Quality Points" based on their assessed level (0-3). The Quality Points are totaled (0-30) and then converted to HEDI points that area aligned with the overall composite scoring bands established by the NYSED.

Area of Assessment	Below Basic	Basic	Proficient	Distinguished	QUALITY POINTS
Agenda	0	1	2	3	0-3
Purpose	0	1	2	3	0-3
Leadership Tools	0	1	2	3	0-3
Leadership Confidence	0	1	2	3	0-3
Ability to Listen	0	1	2	3	0-3
Respect	0	1	2	3	0-3
Team Building/Team Process	0	1	2	3	0-3
Problem Solving	0	1	2	3	0-3
Written Communication	0	1	2	3	0-3
Oral Presentation	0	1	2	3	0-3
<b>TOTAL QUALITY POINTS</b>					<b>0-30</b>

**For formative assessment purposes only**, the Quality Points convert to the following ranges:

**Highly Effective** – 27-30 Quality Points

**Effective** – 23-26 Quality Points

**Developing** – 19-22 Quality Points

**Ineffective** – 21 or less Quality Points.

## Unannounced School Visit(s)

**Data Source:** At least one unannounced school visit will be conducted by a member of the school's Board of Trustees who is trained by CEI-PEA to effectively conduct a school visit. He or she will then prepare a narrative summary of his/her visit to be included as part of the data for the Summative Assessment (see next page).

# SUMMATIVE ASSESSMENT

## In-School Reviews of Leadership (35 points)

**Data Source:** Evidence and data collected through (at a minimum) the two observations and one school visit described above.

**Process:** In Spring of each year, the school leader will conference with his/her supervisor to review all evidence and establish a Summative Assessment by scoring the school leader in the Key Components of school leadership, as defined by Val-ED (Vanderbilt Assessment of Leadership in Education), which is one of the NYSED approved principal practice rubrics (see: <http://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/>). The independent observer will help facilitate the Summative Assessment conference. The school leader will be scored at one of four levels, which correspond to a numerical value: Highly Effective (3), Effective (2), Developing (1) or Ineffective (0). The school leader is provided with a "Quality Point" score within each Component, which is converted to a HEDI score within the standard. Based upon a weighting system listed below, an overall HEDI score will be calculated for this sub-component.

### 1. High Standards for Student Learning.

Functions	Ineffective	Developing	Effective	Highly Effective	QUALITY POINTS
Plans targets of faculty performance that emphasize improvement in student learning	0	1	2	3	0-3
Creates expectations that faculty maintain high standards for student learning.	0	1	2	3	0-3
Encourages students to successfully achieve rigorous goals for student learning	0	1	2	3	0-3
Challenges low expectations for special needs students.	0	1	2	3	0-3
Communicates with families and the community about goals for rigorous student learning	0	1	2	3	0-3
Monitors student learning against high standards of achievement	0	1	2	3	0-3
<b>SUB-TOTAL QUALITY POINTS</b>					<b>0-18</b>

### 2. Rigorous Curriculum

Functions	Ineffective	Developing	Effective	Highly Effective	QUALITY POINTS
Develops a rigorous curriculum for all students	0	1	2	3	0-3
Implements a rigorous curriculum in all classes	0	1	2	3	0-3
Supports teachers to teach a curriculum consistent with state and national content standards	0	1	2	3	0-3
Advocates a rigorous curriculum that honors the diversity of students and their families	0	1	2	3	0-3
Discusses the importance of addressing the same academic content in special and regular programs	0	1	2	3	0-3
Evaluates the rigor of the curriculum	0	1	2	3	0-3
<b>SUB-TOTAL QUALITY POINTS</b>					<b>0-18</b>

### 3. Quality Instruction

Functions	Ineffective	Developing	Effective	Highly Effective	QUALITY POINTS
Plans a schedule that enables quality instruction	0	1	2	3	0-3
Coordinates efforts to improve instruction in all classes	0	1	2	3	0-3
Supports collaboration among faculty to improve instruction that maximizes student learning	0	1	2	3	0-3
Advocates opportunities for high quality instruction beyond the regular school day and year	0	1	2	3	0-3
Discusses instructional practices during faculty meetings	0	1	2	3	0-3
Evaluates teachers' instructional practices	0	1	2	3	0-3
<b>SUB-TOTAL QUALITY POINTS</b>					<b>0-18</b>

### 4. Culture of Learning & Professional Behavior

Functions	Ineffective	Developing	Effective	Highly Effective	QUALITY POINTS
Plans a positive environment in which student learning is the central focus	0	1	2	3	0-3
Builds a culture that honors academic achievement	0	1	2	3	0-3
Allocates resources to build a culture focused on student learning	0	1	2	3	0-3
Advocates a culture of learning that respects diversity of students	0	1	2	3	0-3
Discusses standards of professional behavior with faculty	0	1	2	3	0-3
Assesses the culture of the school from students' perspectives	0	1	2	3	0-3
<b>SUB-TOTAL QUALITY POINTS</b>					<b>0-18</b>

### 5. Connections to External Communities

Functions	Ineffective	Developing	Effective	Highly Effective	QUALITY POINTS
Develops a plan for community outreach programs consistent with instructional goals	0	1	2	3	0-3
Implements programs to help address community needs	0	1	2	3	0-3
Allocates resources that build family and community partnerships to advance student learning	0	1	2	3	0-3
Promotes mechanisms for reaching families who are least comfortable at school	0	1	2	3	0-3
Listens to feedback from the community	0	1	2	3	0-3
Uses data on parent involvement in teacher evaluations	0	1	2	3	0-3
<b>SUB-TOTAL QUALITY POINTS</b>					<b>0-18</b>

### 6. Performance Accountability

Functions	Ineffective	Developing	Effective	Highly Effective	QUALITY POINTS
Develops a plan for individual and collective accountability among faculty for student learning	0	1	2	3	0-3
Uses faculty input to create methods to hold faculty accountable	0	2	2	3	0-3
Allocates time to evaluate student learning	0	1	2	3	0-3
Challenges faculty who blame others for student failure	0	1	2	3	0-3
Communicates to faculty how accountability results will be used for school improvement	0	1	2	3	0-3
Analyzes the influence of faculty evaluations on the rigor of the curriculum	0	1	2	3	0-3
<b>SUB-TOTAL QUALITY POINTS</b>					<b>0-18</b>

## Total Quality Points

Add up the quality points from each Component to arrive at the total Quality Points.

<b>Component</b>	<b>QUALITY POINTS</b>
1. High Standards for Student Learning	0-18
2. Rigorous Curriculum	0-18
3. Quality Instruction	0-18
4. Culture of Learning & Professional Behavior	0-18
5. Connections to External Communities	0-18
6. Performance Accountability	0-18
<b>TOTAL QUALITY POINTS</b>	<b>0-108</b>

## From Quality Points → HEDI Score

On the following page, locate the total Quality Point figure in the left column. The corresponding HEDI score is immediately to the right of that figure. The color bands indicate the ranges of Highly Effective, Effective, Developing and Ineffective.

**SUMMATIVE ASSESSMENT**  
From Quality Points → HEDI Score

	QUALITY POINTS	HEDI SCORE
<b>HIGHLY EFFECTIVE</b>	108	35.0
	107	34.7
	106	34.4
	105	34.0
	104	33.7
	103	33.4
	102	33.1
	101	32.7
	100	32.4
	99	32.1
	98	31.8
<b>EFFECTIVE</b>	97	31.4
	96	31.1
	95	30.8
	94	30.5
	93	30.1
	92	29.8
	91	29.5
	90	29.2
	89	28.8
	88	28.5
	87	28.2
	86	27.9
	85	27.5
	84	27.2
	83	26.9
82	26.6	
81	26.3	
<b>DEVELOPING</b>	80	25.9
	79	25.6
	78	25.3
	77	25.0
	76	24.6
	75	24.3
	74	24.0
	73	23.7
	72	23.3
	71	23.0
70	22.7	

	QUALITY POINTS	HEDI SCORE
<b>INEFFECTIVE</b>	69	22.4
	68	22.0
	66	21.4
	65	21.1
	64	20.7
	63	20.4
	62	20.1
	61	19.8
	60	19.4
	59	19.1
	58	18.8
	57	18.5
	56	18.1
	55	17.8
	54	17.5
	53	17.2
	52	16.9
	51	16.5
	50	16.2
	49	15.9
48	15.6	
47	15.2	
46	14.9	
45	14.6	
43	13.9	
42	13.6	
41	13.3	
40	13.0	
35-39	11.3	
30-34	9.7	
25-29	8.1	
20-24	6.5	
15-19	4.9	
10-14	3.2	
5-9	1.6	
0-4	0.0	

## Val-Ed Survey (25 points)

**Data Source:** VAL-ED (Vanderbilt Assessment of Leadership in Education)

**Process:** The VAL-ED assessment includes a principal self-assessment and survey of teachers and supervisors (Board members). Data from VAL-ED is designed to provide a summary of effectiveness of a principal's learning-centered leadership behaviors during the current school year.

VAL-ED provides a total score across all respondents as well as separately by respondent group. The scores from the teachers are based on the average across all teacher respondents. The total score, core component, and key process effectiveness ratings are interpreted against a national representative sample that included principals, supervisors, and teachers, providing a percentile rank. The results are also interpreted against a set of performance standards ranging from Below Basic to Distinguished. The scores associated with performance levels were determined by a national panel of principals, supervisors and teachers.

For the purposes of the APPR, the principal's overall Mean Score from all of the six core components and six key processes will be used to determine his or her HEDI score. These components and processes are:

Key Components	Key Processes
High Standards for Student Learning	Planning
Rigorous Curriculum	Implementing
Quality Instruction	Supporting
Culture of Learning & Professional Behavior	Advocating
Connections to External Communities	Communicating
Performance Accountability	Monitoring

**HEDI Score:** VAL-ED provides an overall Mean Score on a 5-point scale of 1=Ineffective; 2=Minimally Effective; 3=Satisfactorily Effective; 4=Highly Effective; 5=Outstandingly Effective. The overall Mean Score will then be aligned with one of the four HEDI categories—Highly Effective, Effective, Developing or Ineffective—using the chart below (0-29 points). The cut-offs are based upon a national field trial conducted by Discovery Education that included 300 principals and resulted in 17% of principals at the Ineffective level, 33% at the Developing level, 36% at the Proficient level, and 14% at the Highly Effective level.

	HIGHLY EFFECTIVE			EFFECTIVE					DEVELOPING		
	HEDI	25	24	23	22.5	22	21	20	19	18.5	17
Mean Score	4.8-5	4.4-4.7	4-4.3	3.99	3.9	3.8	3.7	3.6	3.59	3.4	3.3

	INEFFECTIVE														
	HEDI	15.9	15.5	15	14.5	14	13.5	13	12.5	12	11.5	11	10.5	10	5
Mean Score	3.2	3.1	3	2.9	2.8	2.7	2.6	2.5	2.4	2.3	2.2	2.1	2	1.5-1.9	0-1.4

### Appendix F: Staffing and Staff Turnover

List the following information for each year of the current charter period: number of administrators, teachers, and other staff (actual number and FTEs) and number of departures of administrators, teachers, and other staff, during and at the end of each school year. Provide a brief explanation of administrator and teacher departures.

School Year	Year 1 2008-2009	Year 2 2009-2010	Year 3 2010-2011	Year 4 2011-2012
<b>Administrators</b>				
<b>Number and FTEs</b>	3	3	4	4
<b>Departures during school year</b>	1	0	0	2
<b>Departures at end of school year</b>	0	0	2	0
<b>Explanation:</b>	Administrative departures due to other employment opportunities or dismissal			
<b>Teachers</b>				
<b>Number and FTEs</b>	26	27	27	27
<b>Departures during school year</b>	1	0	0	0
<b>Departures at end of school year</b>	1	1	1	2
<b>Explanation:</b>	Teacher departures due to other employment opportunities or dismissal			
<b>Other Staff</b>				
<b>Number and FTEs</b>	11	11	11	11
<b>Departures during school year</b>	0	0	1	1
<b>Departures at end of school year</b>	1	0	1	1
<b>Explanation:</b>	Staff departures due to other employment opportunities, non-renewal of contract or dismissal.			

### Appendix G: Board of Trustees Membership Table

List the board membership and the number of board members joining and leaving the board in each school year of the current charter period.

<b>Current Board Members</b>					
Trustee Name	Trustee Email Address	Position on the Board (e.g., Officers or constituent representatives)	Voting (Yes/ No)	Committee affiliation(s)	Number of terms served and length of each, including date of election and expiration
Carmen J. Iannaccone		President	Yes	Metrics	Elected 2008 Serving 2 <sup>nd</sup> Term
Michael J. Littman		Vice President	Yes	Marketing	Elected 2007 Serving 2 <sup>nd</sup> Term
Daniel S. Ricigliano		Treasurer	Yes	Finance / Labor Management	Elected 2004 Serving 3 <sup>rd</sup> Term
Tasha S. Miller		Secretary	Yes	Metrics	Elected 2012 Serving 1 <sup>st</sup> Term
Anthony Jones* *Pending SED approval		Trustee	Yes	Labor Management / Marketing	Elected 2012* Serving 1 <sup>st</sup> Term *Pending SED Approval
<b>Total Members joining the board during charter term</b>					2* *1 pending SED approval
<b>Total Members departing the board during charter term</b>					3

**Appendix H**

**COMMUNITY Charter School Instructional Staff  
Association**

**Contract Agreement on August 14, 2012**

2011 - 2015

1. Both parties agree to a 4 yr. agreement
2. Both parties agree to a one time \$1500 retro check
3. Both parties agree to a \$1500 payment for a masters degree during the life of the previous contract and this new 4 yr. contract less amounts already paid.
4. Salary: Both parties agree to teachers receiving \$1000 added to salary each year. The following Performance Bonuses shall be offered:
  - ① Any teacher who is at a level of developing <sup>according to APPR</sup> shall receive a ~~one time~~ payment each year of \$1,000.
  - ② Any teacher who is at a level of effective according to APPR shall receive a ~~one time~~ <sup>per</sup> payment each year of \$1,500.
  - ③ Any teacher who is at a level of highly effective according to APPR shall receive a ~~one time~~ payment each year of \$2,000.
5. Health Insurance: \$450/1,000 ~~per~~ month  
Any increases in premiums will be split 50% - 50%.
6. Both parties agree to \$30/\$75 for Dental a month

7. Both parties agree to school's proposal  
on APPR as of 8/14/12

Area

By Ally Conti  
Date 8/14/12

School

By [Signature]  
Date 8/14/12

**Appendix H**

**Teacher Annual Professional Performance Review  
Plan Submission to NYSED**

Home

 Ann Marie Wiesinger

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# New York State Education Department

## Annual Professional Performance Review Plan Portal

This submission is currently locked from editing

### COMMUNITY Charter School (A-7782966037)

#### APPR Plan Submission 2012

**Instructions:** The APPR plan materials consist of a set of online forms called "tasks." Use the links in the task list below to move through the tasks. You do not have to enter the information in the order presented. You may edit the tasks as many times as needed and leave your unfinished APPR plan online until you are ready to submit a complete APPR plan to NYSED.

As you work on each task, **SAVE YOUR DRAFT OFTEN** by scrolling to the bottom of the task and clicking "Save and Continue Editing."

**If you click on any of the tabs/buttons at the top or side of your screen (Resources, Help, Home, Add Document) without first saving your draft, YOU MAY LOSE DATA.**

To print a section of your draft APPR plan, go to the File menu at the top of your screen and print as you would any other document.

To save a partially completed task and move onto another task, click "Save and Continue Editing," then click Home (top right) and "Go to application."

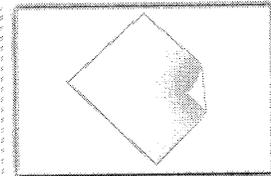
To save a completed task, click "Submit"; its status will change to "Complete," but you can still go back and edit it.

To download a zipped file of all Complete tasks for which you have clicked "Submit," click the Download Application button (right).

For best results you should use standard web browsers from your workstation or laptop. Certain mobile devices such as tablets, and smartphones may not have the capability to upload documents to the APPR.

**Note: Your APPR plan will not be submitted for NYSED review and approval electronically until you have submitted all of the required tasks, including the final task entitled "Submit Complete APPR Plan to NYSED for Review."**

In addition to completing the online forms, you will need to upload certain documents. The task forms will prompt you to upload your signed and scanned APPR District Certification Form, your district's or BOCES' teacher and principal improvement plan forms, and any extra pages needed to list additional grades/subjects. Any other documents that you wish to include with your APPR plan for informational purposes must be uploaded using the Add Document button (below right). For a list of supported file types, go to the Resources tab (above) and click Technical Tips. Note: All information requested in the online forms, with rare exceptions, must be submitted using the online forms. It is not acceptable to instead provide the requested



Download Application

This submission is 100.0% complete.

#### Members

 Ann Marie Wiesinger (Owner)

Create Another Submission

information in uploaded documents, except that where a district has adopted an APPR pursuant to law and the Commissioner's regulations, it may submit its APPR through a non-electronic filing in accordance with subdivision 1 of section 101-b of the Education Law.

**Note regarding copyrighted documents:** NYSED will post approved APPR plans—including all uploaded attachments—on the Internet. Please ensure that you have obtained any necessary permissions for copyrighted or proprietary APPR-related documents to be posted by NYSED. **If you do not have the necessary permissions to post a document, do not upload that document with your APPR plan.**

At the **Resources** tab, you will also find the APPR District Certification Form, APPR Review FAQ, and a downloadable Word version of each task that you can use as a worksheet. This will allow you to prepare and share your work in progress without being required to be signed into the submission portal. However, when you are ready to submit electronically, you will need to do the tasks online. You can copy and paste text (but not tables or images) from the Word worksheet into the online text boxes.

**The materials you submit—once they are approved—will constitute the district's or BOCES' complete APPR plan for the 2012-13 school year. As you fill in the online forms and upload attachments, please keep in mind that these are the same materials that will be posted on the district or BOCES website and referred to by the teachers and principals who are being evaluated. Any information that is part of your APPR plan must be included here and submitted to NYSED, whether in one of the online forms or as an attachment.**

Task	Actions	Status
1. School District Information	<a href="#">View</a>	Complete
2. State Growth or Comparable Measures - Teachers	<a href="#">View</a>	Complete
3. Locally Selected Measures - Teachers	<a href="#">View</a>	Complete
4. Other Measures of Effectiveness- Teachers	<a href="#">View</a>	Complete
5. Composite Scoring - Teachers	<a href="#">View</a>	Complete
6. Additional Requirements - Teachers	<a href="#">View</a>	Complete
7. State Growth or Comparable Measures - Principals	<a href="#">View</a>	Complete
8. Locally Selected Measures - Principals	<a href="#">View</a>	Complete
9. Other Measures of Effectiveness - Principals	<a href="#">View</a>	Complete
10. Composite Scoring - Principals	<a href="#">View</a>	Complete
11. Additional Requirements - Principals	<a href="#">View</a>	Complete
12. Joint Certification of APPR Plan	<a href="#">View</a>	Complete
13. Submit Complete APPR Plan to NYSED for Review		Complete

**Task**

**Actions**

**Status**

Please ensure that you have completed all online forms and uploaded your Joint Certification Form and your district's or BOCES' teacher and principal improvement plan forms prior to submitting your application to NYSED for review.

**Note:** You can only complete this task after finishing all required tasks in this stage.

---

**Activity**

Ann Marie Wiesinger submitted COMMUNITY Charter School Wednesday, August 15, 2012 - 03:33:08 AM

COMMUNITY Charter School was moved to **Assigner Round 1** Wednesday, August 15, 2012 - 03:33:04 AM

Ann Marie Wiesinger created COMMUNITY Charter School Wednesday, June 06, 2012 - 04:05:43 AM

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature: Date: 8-14-12

*Ann Marie Wiesinger*

Teachers Union President Signature: Date: 8/14/12

*Darcy Contie*

Administrative Union President Signature: Date:

Board of Education President Signature: Date:

*John Horvath* 8/14/12

## **Appendix H**

# **Annual Professional Performance Review Plan**

# **COMMUNITY Charter School and COMMUNITY Charter School Instructional Staff Association**



## **Teacher Annual Professional Performance Review Plan**

### **Agreement:**

Pursuant to NYS education law 3012-c, the COMMUNITY Charter School and the COMMUNITY Charter School Instructional Staff Association has established a comprehensive evaluation system for classroom teachers. The School and Association will continuously evaluate this new system. Changes to this agreement may be effected with the mutual agreement of the parties on an annual basis.

Teachers will receive training on Student Learning Objectives, The Danielson Framework for Teaching and other APPR related systems at the start of the 2012-2013 school year and thereafter as necessary to achieve complete understanding. The School and the Association shall discuss the schedule of training opportunities and seek feedback from Covered Unit employees and administrators about additional training needs and other APPR related systems.

# **Contents of the Plan**

1. Teacher and Student Data Elements
2. Reporting Subcomponent and Composite APPR Score
3. Assessment Development, Security, and Scoring Procedures
4. Teacher Evaluation Process
5. Composite Scoring
6. Teacher Improvement Plan (TIP)
7. Appeals Process
8. Joint Certification

Appendix A: Guidance on Teacher Student Data Linkages

Appendix B: Template for Creating Student Learning Objectives

Appendix C: Danielson Framework for Teaching Rubric

Appendix D: Teacher Improvement Plan

## **1. TEACHER & STUDENT DATA ELEMENTS**

The School shall provide accurate data to the State Education Department in a format and timeline prescribed by the Commissioner. The School shall also provide an opportunity for every covered teacher to verify the subjects and/or student rosters assigned to him/her prior to the administration of State assessments on the form attached hereto as Appendix A.

The Head of School or his/her designee shall be in charge of collecting the required data, overseeing changes in and maintenance of the local data management systems, and ensuring the accuracy of the data. The Head of School shall have the authority to assign tasks and deadlines, as required.

A “teacher of record” is defined as an individual (or individuals, such as in co-teaching assignments) who has been assigned responsibility for a student’s learning in a subject/course with aligned performance measures.

Students are reported as linked to a teacher in two ways (i.e., “enrollment” linkage and “attendance” linkage):

- “Enrollment linkage” is defined as the amount of time (prior to the administration of the assessment to be used for evaluation purposes) that a teacher is assigned to the class and a student is enrolled in that class.
- “Attendance linkage” is defined as the amount of time (prior to the administration of the assessment to be used for evaluation purposes) that a teacher is assigned to a class, the student is enrolled in the class, and the student attends the class.

## **2. REPORTING SUBCOMPONENT AND COMPOSITE SCORES**

The Head of School shall be responsible for reporting to the SED the individual subcomponent scores and the total composite effectiveness score for each covered classroom teacher in the School, and shall do so in a format and timeline prescribed by the Commissioner.

## **3. ASSESSMENT DEVELOPMENT, SECURITY & SCORING PROCEDURES**

The Head of School or his/her designee is responsible for ensuring that all security requirements set forth in the SED Administrative Manuals are strictly followed for NYS Assessments administered in the School. The established protocols for storage, distribution, and administration of the assessments prohibit the possible dissemination to students before administration of the assessments.

The Head of School or his/her designee is also responsible for organizing scoring procedures in order to ensure that School scorers are trained to score the assessments and that they have no vested interest in the outcome of the assessments they score and to ensure that students have no knowledge of assessment tasks.

Assessments will be developed in accordance with guidance provided by the Commissioner and New York State Education Department.

The Commissioner's Regulations prohibit teachers and Head of Schools from distributing any test items to students that will later contribute to the teacher's/Head of School's annual performance evaluation. As such, the School can release sample items and sample test forms that will help familiarize students with the testing format; however, the Schools cannot release actual operational test items, including performance tasks and writing prompts to students, ahead of time.

Commissioner's Regulations prohibit teachers and Head of Schools from scoring assessments where they have a vested interest in the outcome, even in cases where the teacher is the only one in the School with the specific content expertise. Teachers should not score their own students' assessments, and a Head of School should not score the assessments that are part of their own evaluations. Teachers and Head of Schools may only view students' assessments after the assessment scores have been finalized.

The Head of School or his/her designee will create security processes for ensuring that any assessments and/or measures used to evaluate teachers and Head of Schools are not disseminated to students before administration, and that any assessments or measures, including those used for performance-based or performance task assessments that are used to establish a baseline for student growth are not disseminated to students before administration and that teachers and Head of Schools do not have a vested interest in the outcome of the assessments they score.

#### **4. TEACHER EVALUATION PROCESS**

Under NYS education law 3012-c, the State has established scoring ranges (scoring bands) for an overall composite rating of each teacher as "Highly Effective," "Effective," "Developing," or "Ineffective." Known as the HEDI rating system, the overall score ranges have been set by State as listed below. The HEDI rating system for each subcomponent is correlated to the State's overall ranges in order to ensure alignment throughout all elements of a teacher's evaluation.

## A. Composite Effectiveness Score

APPRs conducted under this plan shall differentiate teacher effectiveness using a composite effectiveness score that takes into account multiple measures of effectiveness. The Composite Effectiveness Score is the sum score of the required three subparts set forth below (Table 1).

Based on such Composite Effectiveness Score, a classroom teacher shall be rated as Highly Effective, Effective, Developing or Ineffective as defined by the scoring bands in Table 2 (below).

**Table 1: Sub-Components & Point Assignments**

Total Points	What is Measured
20	<b>NYS-Required Student Growth Sub-Component</b> <ul style="list-style-type: none"> <li>- NYS Assessments for growth measures in grades 4-6</li> <li>- SLOs based on Erie 1 BOCES Regional Assessments</li> </ul>
20	<b>AIMSweb Student Growth Sub-Component</b> <ul style="list-style-type: none"> <li>- SLOs based on AIMSweb assessments in all grades and subject areas.</li> </ul>
60	<b>Danielson Framework for Teaching Sub-Component</b> Using the Danielson Framework for Teaching, a trained evaluator will conduct the following in order to arrive at a summative evaluation score for the teacher: <ul style="list-style-type: none"> <li>- Two classroom observations: one announced; one unannounced</li> <li>- Pre-Observation and Post-Observation conferences for the announced observation.</li> </ul> <b>Point Allocation:</b> Domain 1 – Planning and Preparation – 10 points Domain 2 – Classroom Environment – 20 points Domain 3 – Instruction – 20 points Domain 4 – Professional Responsibilities – 10 points
100	<b>TOTAL POINTS</b>

**Table 2: Composite Effectiveness Score & Rating Chart**

2011-2012 and 2012-2013 where No Value-added Growth Measure	Overall Composite Score
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

## **B. NYS-Required Student Growth Sub-component**

### **NYS-Provided Measures Of Student Growth for Grades 4-6**

For teachers in grades 4 - 6 Common Branch, ELA, and Math, NYSED will provide a 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 4-6 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 and teachers with 0 – 49% of students covered by State-provided growth measures. 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.

### **Student Learning Objectives based on Erie 1 BOCES Regional Assessment As Comparable Growth Measures**

For teachers that do not receive NYSED-provided growth scores, Student Learning Objectives will be the other comparable growth measures. This will apply for teachers in the following grades and subjects: grades K-3, core subjects where no State assessment or Regents exam exist and teachers of special subjects. The assessment tools used for established SLOs for this sub-component will be the Erie 1 BOCES Regional Assessments. (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.)

### ***SLO Template***

Student Learning Objectives (SLO) shall be constructed in accordance with guidelines from the Commissioner and New York State Education Department. The template for creating SLOs is attached hereto as **Appendix B**. SLO writers will identify the information needed in order to develop the baseline, rationale and targets on each SLO. Completed SLOs will be submitted to the Head of School and analyzed using the NYSED SLO rubric. If such analysis results in the need to change an SLO, the Head of School and affected teacher(s) will work collaboratively to improve the SLO.

### ***HEDI Scoring Bands for Growth SLO***

Targets for SLOs shall be determined by teachers in the same grade level/subject or course and approved by the Head of School. Targets will be established in accordance

with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring band listed in Table 3 will be utilized to determine the number of points assigned to teachers.

**Table 3: HEDI Point Assignments  
for NYS-Required Student Growth Sub-Component  
where Growth is Measured by %**

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
<b>INEFFECTIVE</b> Results are well-below state average for similar students (or District goals if no state test)		<b>DEVELOPING</b> Results are below state average for similar students (or District goals if no state test)		<b>EFFECTIVE</b> Results meet state average for similar students (or District goals if no state test)		<b>HIGHLY EFFECTIVE</b> Results are well-above state average for similar students (or District goals if no state test)	
<b>0</b>	<b>≤14%</b>	<b>3</b>	<b>41%-45%</b>	<b>9</b>	<b>61%-63%</b>	<b>18</b>	<b>81%-85%</b>
<b>1</b>	<b>15-27%</b>	<b>4</b>	<b>45%-48%</b>	<b>10</b>	<b>64%-66%</b>	<b>19</b>	<b>86%-90%</b>
<b>2</b>	<b>28-40%</b>	<b>5</b>	<b>49%-51%</b>	<b>11</b>	<b>67%-68%</b>	<b>20</b>	<b>&gt;90%</b>
		<b>6</b>	<b>52%-54%</b>	<b>12</b>	<b>69%-70%</b>		
		<b>7</b>	<b>55%-57%</b>	<b>13</b>	<b>71%-72%</b>		
		<b>8</b>	<b>58%-60%</b>	<b>14</b>	<b>73%-74%</b>		
				<b>15</b>	<b>75%-76%</b>		
				<b>16</b>	<b>77%-78%</b>		
				<b>17</b>	<b>79%-80%</b>		

The HEDI scoring band was created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 64% to 78%.

Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 40% of students who met the target. Point values for the rating of “Developing” range from 3-8 with a low of 41% of students who met the target and a high of 60% of students who met the target. Point values for the rating of “Highly Effective” range from 18-20 with a low of 81% of students who met the target and a high of >90% of students who met the target.

The HEDI scoring band in Table 4 will be utilized for SLO targets that are calculated according to a 1-4 scale rather than a percentage of students who meet the target.

**Table 4: HEDI Point Assignments  
for NYS-Required Student Growth Sub-Component  
where Growth is Measured on 1-4 Scale**

Ineffective 0-2		Developing 3-8		Effective 9-17		Highly Effective 18-20	
Total Average Rubric Score	Conversion score for composite	Total Average Rubric Score	Conversion score for composite	Total Average Rubric Score	Conversion score for composite	Total Average Rubric Score	Conversion score for composite
1	0	1.6	4	2.5	9	3.5	18
1.2	1	1.8	5	2.7	10	3.7	19
1.3	2	2	6	2.8	11	4	20
1.5	3	2.2	7	2.9	12		
		2.4	8	3	13		
				3.1	14		
				3.2	15		
				3.3	16		
				3.4	17		

*Translating Results of Multiple SLOs Into One Overall Rating for Growth Component*  
The evaluator will assess the results of Each SLO separately, arriving at a HEDI rating and point value between 0-20 points. Each SLO must then be weighted proportionately based on the number of students included in all SLOs. This will provide one overall growth component score between 0-20 points. The rating always rounds to the nearest whole number;  $\geq 5$  rounds up and  $\leq 5$  rounds down. See Table 5 for steps in translated results of multiple SLOs into one overall rating for the NYS-Required Student Growth Component.

**Table 5: Steps to Translate Results of Multiple SLOs into Overall Rating**

Sample Teacher with Three SLOs	SLO 1: (30 students)	SLO 2 (25 students)	SLO 3: (20 Students)
<b>Step 1:</b> Assess results of each SLO separately	17/20 points Effective	15/20 points Effective	19/20 points Highly Effective
<b>Step 2:</b> Weight each SLO proportionately	30 students/75 TOTAL students = 40% of overall	25 students/75 TOTAL students = 33% of overall	20 students/75 TOTAL students = 27% of overall
<b>Step 3:</b> Calculate proportional points for each SLO	17 points x 40% = 7 points	15 points x 33% = 5 points	19 points x 27% = 5 points
<b>Overall Growth Component Score</b> (Round to nearest whole number): 17 points, Effective			

*Locally Developed Controls For Comparable Growth Measures*

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. If SLO targets for students with disabilities, English Language Learners, or poverty students are adjusted in particular courses, the SLO must cite the rationale for including such factors and the process for mitigating potentially problematic incentives.

### **C. AIMSweb Student Growth Measures Subcomponent**

#### **Student Learning Objectives based on AIMSweb Assessment for Growth Measures**

For this sub-component, all teachers will use the AIMSweb assessment to establish SLOs. These SLOs must be different from the SLOs established for the NYS-Required Student Growth Measures Subcomponent (See Section B). The same processes as described in Section B for establishing SLOs and applying a HEDI score and rating will apply to SLOs created for AIMSweb. Please see Section B – “SLO Template,” “HEDI Scoring Bands for Growth SLO,” “Translating Results of Multiple SLOs Into One Overall Rating for Growth Component,” and “Locally Developed Controls For Comparable Growth Measures” for specific instructions on the SLO development and implementation processes.

## D. Danielson Framework for Teaching Sub-Component

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

The School shall use the approved teacher rubric entitled Danielson's Framework for Teaching (2011 revised edition), included as **Appendix C**.

Using the Danielson Framework for Teaching, a trained evaluator will conduct the following (at a minimum) in order to arrive at a summative evaluation score for the teacher:

- Two classroom observations: one announced; one unannounced
- Pre-Observation and Post-Observation conferences for the announced observation.

The summative evaluation will provide a rating for the teacher in all 22 components across the 4 Domains according to the Danielson Rating levels of Unsatisfactory, Basic, Proficient and Distinguished. In turn, each of these levels will be converted to a "Quality Point" (0-3) that is used to calculate the teacher's HEDI score and rating that accounts for the weight given to the domain (10 or 20 points) as well as alignment with the HEDI Composite Score cut offs for each proficiency level.

### Sub-Component HEDI Score Ranges

The total points in this sub-component is calculated by totaling the HEDI points awarded in each of the four Domains.

Domain 1 – 10 points

Domain 2 – 20 points

Domain 3 – 20 points

Domain 4 – 10 points

**TOTAL POSSIBLE – 60 points**



### **Scoring Ranges based on Total Points**

Highly Effective: 59 to 60 points.

Effective: 57 to 58 points

Developing: 56 to 50 points

Ineffective: 49 points or less

The summative evaluation will provide a rating for the teacher in all 22 components across the 4 Domains according to the Danielson Rating levels of Unsatisfactory, Basic, Proficient and Distinguished. In turn, each of these levels will be converted to a "Quality Point" (0-3) that is used to calculate the teacher's HEDI score and rating that accounts for the weight given to the domain (10 or 20 points) as well as alignment with the HEDI Composite Score cut offs for each proficiency level. See Tables 6-9.

**Table 6: Domain 1 – Planning and Preparation (Quality Points Weight = 1)**

Component	Unsatisfactory	Basic	Proficient	Distinguished	QUALITY POINTS	WEIGHTED QUALITY POINTS (Score)
Domain 1 - A	0	1	2	3	0-3	0-3
Domain 1 - B	0	1	2	3	0-3	0-3
Domain 1 - C	0	1	2	3	0-3	0-3
Domain 1 - D	0	1	2	3	0-3	0-3
Domain 1 - E	0	1	2	3	0-3	0-3
Domain 1 - F	0	1	2	3	0-3	0-3
<b>TOTAL QUALITY POINTS</b>					<b>0-18</b>	<b>0-18</b>

**Table 7: Domain 2 – Classroom Environment (Quality Points Weight = 2)**

Component	Unsatisfactory	Basic	Proficient	Distinguished	QUALITY POINTS	WEIGHTED QUALITY POINTS (Score)
Domain 2 - A	0	1	2	3	0-3	0-6
Domain 2 - B	0	1	2	3	0-3	0-6
Domain 2 - C	0	1	2	3	0-3	0-6
Domain 2 - D	0	1	2	3	0-3	0-6
Domain 2 - E	0	1	2	3	0-3	0-6
<b>TOTAL QUALITY POINTS</b>					<b>0-15</b>	<b>0-30</b>

**Table 8: Domain 3 – Instruction (Quality Points Weight = 2)**

Component	Unsatisfactory	Basic	Proficient	Distinguished	QUALITY POINTS	WEIGHTED QUALITY POINTS (Score)
Domain 3 - A	0	1	2	3	0-3	0-6
Domain 3 - B	0	1	2	3	0-3	0-6
Domain 3 - C	0	1	2	3	0-3	0-6
Domain 3 - D	0	1	2	3	0-3	0-6
Domain 3 - E	0	1	2	3	0-3	0-6
<b>TOTAL QUALITY POINTS</b>					<b>0-15</b>	<b>0-30</b>

**Table 9: Domain 4 – Professional Responsibilities (Quality Points Weight = 1)**

Component	Unsatisfactory	Basic	Proficient	Distinguished	QUALITY POINTS	WEIGHTED QUALITY POINTS (Score)
Domain 4 - A	0	1	2	3	0-3	0-3
Domain 4 - B	0	1	2	3	0-3	0-3
Domain 4 - C	0	1	2	3	0-3	0-3
Domain 4 - D	0	1	2	3	0-3	0-3
Domain 4 - E	0	1	2	3	0-3	0-3
Domain 4 - F	0	1	2	3	0-3	0-3
<b>TOTAL QUALITY POINTS</b>					<b>0-18</b>	<b>0-18</b>

Take the total Weighted Quality Points from across all four Domains (Tables 6-9) and locate it on the chart that follows (Table 10). The HEDI score to the right of the Weighted Quality Points is the teacher's HEDI Score for this sub-component.

**Table 10: HEDI Score and Rating for Danielson Framework for Teaching**

	WEIGHTED QUALITY POINT	HEDI SCORE
HIGHLY EFFECTIVE	91-96	60
	86-90	59
	82-85	59
EFFECTIVE	72-81	58
	60-71	58
	52-61	57
DEVELOPING	51	56
	50	56
	48-49	55
	46-47	54
	44-45	54
	42-43	53
	40-41	53
	38-39	52
	36-37	51
	34-35	51
	32-33	50
	INEFFECTIVE	31
30		49
39		48
38		48
37		47
36		46
35		46
34		45
33		44
32		44
31		43
30		43
29		41
28		41
27		40
26		39
25		39
24		38
23	38	
22	37	
21	36	

INEFFECTIVE	20	36
	19	35
	18	34
	17	34
	16	33
	15	33
	14	32
	13	31
	12	31
	11	30
	10	29
	9	29
	8	28
	7	27
	6	26
	5	26
	4	25
	3	22
	2	21
	1	20
0	0	

## Observation Protocols

- The pre-observation conference shall occur within the five (5) work days preceding the observation. The Teacher shall submit to the evaluator the complete Domain 1 of the Danielson rubric.
- A minimum of one unannounced observation of no more than 45 minutes in length. No unannounced observation shall be carried out during the first week or the last week of the school year, or on the two (2) days prior to Thanksgiving, winter (2) or spring breaks, or on the day following these breaks.
- Any certified administrator employed by the School can conduct observations of teachers. Under no circumstances shall an independently contracted evaluator be used.
- In any building with multiple administrators, the School will whenever practicable, ensure that a teacher's observation is rotated annually among the building administrators.
- Teachers shall receive scores and any narrative feedback within 10 working days of the actual observation. In the case of formal, announced observations, a post-observation conference will be conducted within 10 working days.
- If an evaluator makes a judgment that the overall score places the teacher at ineffective or developing, it is understood that narrative written feedback shall accompany the score, that includes but is not limited to, feedback which explains the judgment and which offers suggestions for more effective practice.

## 5. TEACHER IMPROVEMENT PLAN (TIP)

The School shall provide timely and constructive feedback to classroom teachers on their APPR by providing each teacher with his or her scores on the attached form within 30 days of the School receiving the teacher's State subcomponent score.

For those classroom teachers with a composite score of Developing or Ineffective the School shall develop and implement a Teacher Improvement Plan (TIP) as required under §30-2.10. The School shall formulate and commence implementation of a TIP for such teacher as soon as practicable but in no case later than 10 school days after the opening of classes in the school year following the school year for which such teacher's performance is being measured.

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

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

The teacher, administrator, mentor (if one has been assigned) and an Association representative (if requested by the teacher) shall meet, according to the schedule identified in the TIP, to assess the effectiveness and appropriateness of the TIP, for the purpose of assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

A teacher who believes that the terms of a TIP are arbitrary, unreasonable, inappropriate or defective, or that the School has failed to meet its obligation to properly implement the terms of the TIP, may seek relief through an appeal to the Board of Trustees. The decision of the Board of Trustees on the merits of the TIP shall be final.

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

## 6. APPEALS PROCESS

A teacher is not authorized to trigger the appeal process until he or she receives a composite score. Depending on the assessment used, a score may not be available until after the end of the school year. Teachers must receive their composite scores no later than September 1 of the school year next following the school year for which they are being evaluated. Therefore, the appeal process will be triggered on or before September 1, when the teacher receives his or her composite score.

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

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

b. If a Covered Unit Member received a rating of “ineffective” or “developing” and disagrees with the Administrator’s response to the challenge, the teacher may submit the challenge, the Administrator’s response, and a written statement explaining in detail the reason(s) for disagreement with the response to a Professional Standards Review Panel (“PSRP”), comprised of two (2) District Administrators (other than the initial evaluator) and two (2) representatives from the Association. Within ten (10) days of its receipt of same, the PSRP shall review the entire record of the appeal to determine whether the APPR and/or associated process had been followed. If the PSRP determines that the APPR process was followed correctly, the appeal shall be denied. If the PRSP determines that the APPR process was violated, the appeal shall be sustained. In the event an appeal is sustained, the PSRP shall make a recommendation to the Board of Trustees related to the APPR. If the covered unit member disagrees with the PSRP’s findings, the member may take their appeal to the Board of Trustees within seven calendar days of receipt of the PSRP’s response. A meeting will be scheduled to discuss the appeal. The Covered Unit Member may select an Association representative to participate in the meeting. In resolving any appeal hereunder, among other things, the Board of Trustees will have the discretion to award any points lost to a teacher by reasons of a procedural error committed by an administrator during the APPR process. The Board of Trustees shall render a final determination on the challenge within ten calendar days thereafter.

c. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to any such challenge or determination, with one exception. If the Teacher receives two consecutive “ineffective” ratings and the School intends to terminate or not renew, the member may utilize the Grievance and Arbitration provisions.

## 7. DISTRICT CERTIFICATION FORM

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

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

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

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

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

**Signatures, dates – SEE UPLOADED SIGNED COPY**

Superintendent Signature:      Date:

Teachers Union President Signature:      Date:

Administrative Union President Signature:      Date:

Board of Education President Signature:      Date:

Legal Reference(s): Education Law §3012-c; 8 N.Y.C.R.R. Part 30-2 and Section 100.2(f).

## APPENDIX A

### Teacher-Student Data Linkage

Section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) requires that the New York State Education Department (NYSED) establish a longitudinal data system that includes for its local education agencies (LEAs; i.e., school Districts, BOCES, and charter schools), among other things:

- (1) A teacher identifier system with the ability to match teachers to students; and
- (2) Student-level transcript information, including information on courses completed and grades earned.

In addition, the American Recovery and Reinvestment Act of 2009 (ARRA) requires a State that receives State Fiscal Stabilization Fund funds (which includes, but is not limited to, the competitive Race to the Top program) to provide assurances using the following indicators and descriptors for Education Reform Area (A) – Achieving Equity in Teacher Distribution:

Indicator (a)(3) – New York must indicate that the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion; and

Indicator (a)(6) – New York must indicate that the systems used to evaluate the performance of Head of Schools include student achievement outcomes or student growth data as an evaluation criterion.

Education Law §3012-c requires that, beginning with the 2011-12 school year, classroom teachers in grades 4-8 of common branch subjects or English language arts (ELA) or mathematics who are employed by school Districts have forty percent of their composite score of effectiveness be based on student achievement measures as follows: (i) twenty percent based upon student growth data on State assessments or other comparable measures of student growth; and (ii) twenty percent based on locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms. These percentages are adjusted to twenty-five and fifteen, respectively, in the first school year for which the Board of Regents has approved use of a value-added growth model. Beginning with the 2012-13 school year, these evaluation requirements will apply to all classroom teachers and Head of Schools in school Districts and BOCES.

Finally, the data elements described in this memorandum are necessary to support the policy development and reform agenda of the Board of Regents. These initiatives include the implementation of the statewide instructional reporting system and professional development network required by the State's Race to the Top award.  
*Teacher of Record Determinations*

In order for New York to meet its federal and State requirements, as well as to ensure that the policies on teacher/Head of School evaluation system are fair and understandable, NYSED needs to implement clear procedures for determining the teachers and Head of Schools who are responsible for student instruction for evaluation purposes.

A *Teacher of Record* is defined for the 2011-12 school year as those teachers who are primarily and directly responsible for a student's learning activities that are aligned to the performance measures of a course, consistent with guidelines prescribed by the Commissioner. Making teacher of record determinations is complicated by the fact that effective instruction is often the outcome of a complex set of instructional relationships among multiple teachers and students that change over time. Local school District data systems were not originally designed for these purposes.

In addition to the student demographic, enrollment, program service, and assessment information already collected for school/District accountability purposes, it is necessary to collect additional data elements to support Teacher of Record determinations for teacher and Head of School evaluations under Education Law §3012-c. These new data elements include information about the multiple teachers who may be assigned to a course section, as well as changes in teacher assignment, student enrollment, and student attendance over the duration of a course.

#### Strategies for Data Verification

As with all reported school year data, superintendents and charter school Head of Schools must establish school and District verification processes to ensure that complete and accurate TSDL information, as summarized in the table above, are submitted to NYSED prior to the verification deadlines. RIC or Big 5 City School District data center staff with whom the school District or charter school has contracted can assist with these efforts.

Because of the complexity and importance of TSDL information, regulations require that teachers be involved in data verification efforts. In order to make this process more manageable, it is highly recommended that data be reviewed and verified throughout the school year, rather than immediately prior to the verification deadline.

In order to ensure the accuracy of the TSDL, two types of information, described in more detail in Appendix B of this memorandum, must be reviewed and verified by teachers and other relevant school and District personnel:

- **Basic roster information**, including which students are linked to which teachers with what beginning and end dates.
- **Linkage Durations** (to be used for research purposes for the 2011-12 school year), or the total course time, prior to the administration of the assessment or the end of the school year, that each student was linked to a teacher.

#### *Daily Verification of Rosters*

Teachers review and verify student rosters in their local student management system each time they take class attendance or, if class attendance is not taken, each time they take daily attendance. If rosters are verified in the local student management system on a class and/or daily basis, the task of verification will be much more manageable.

#### *NYSED Teacher-Student Roster Verification Reports (with weekly data refreshes)*

In addition to daily verification, teachers, Head of Schools, and school/District data coordinators will have access to Teacher-Student Roster Verification Reports that are updated at least weekly\*.

Teacher-Student Roster Verification Reports **for school and District data coordinators** can be found within the Level 2 reporting environment through links provided by the local RIC or Big 4 City School District data center. These school- and District-wide reports may be displayed for specific teachers or courses or for all teachers and courses that have been submitted to the SIRS.

Teacher-Student Roster Verification Reports **for teachers** are available at the single sign-on location for our Education Data Portal (EDP) at <http://edp.nysed.gov>. Reports will be refreshed at least weekly to reflect updates or corrections made prior to the verification deadline. Please see <http://www.p12.nysed.gov/irs/teacher> and Appendix C

#### *Data Certification*

Consistent with the reporting of all other school year data, superintendents and charter school Head of Schools will be responsible for certifying the completeness and accuracy of all TSDL information. To do so, and consistent with other data collection and reporting initiatives, superintendents and charter school Head of Schools will need to create internal processes to gather assurances from teachers and Head of Schools that they (1) have reviewed the information prior to the verification deadline and determined it to be complete and accurate, and (2) understand that the data will be used for evaluation and other analytic purposes.

Please note that existing Level 2 verification reports, including school and District accountability reports, may be used by school/District data coordinators to assist with the verification of student demographic, enrollment, program service, other special education, and assessment information prior to the verification deadlines listed above.

#### *Verification Strategies*

The accuracy of TSDL information depends on correct data being stored in the school or District student management system and correct data being exported from those systems for reporting to NYSED. If the data contained in the verification reports are inaccurate, please check that the information described below is correct in your student management system.

The accuracy of **basic roster information**, including teacher-student linkage start and end dates, is dependent upon:

- The creation of an accurate master schedule that includes all teachers assigned to courses and all students enrolled in those courses;
- The ongoing maintenance of both the master and student schedules, including accurate entry of start and end dates when students drop or add courses or teacher assignments change.

The accuracy of **linkage duration information** (to be used for research purposes for the 2011-12 school year) requires accurate basic roster information, as well as the following additional information to be correct in the student management system (see Appendix B for more information):

- The amount of time that a course meets daily or, if the course schedule fluctuates daily, the weekly average for the course;
- Instructional calendars, or the total number of days that a course is scheduled to meet;
- Duration adjustments, to be used if a particular student or teacher participates in a course for only a portion of the course's schedule;

- and Student course attendance.

Since linkage duration calculations are created by the school's or District's student management system consistent with State rules and not directly by NYSED, LEAs, in coordination with their RIC or Big 5 City School District data centers, are strongly encouraged to request evidence from student management system vendors that the duration calculations are accurate. If your vendor product is meeting State requirements, linkage duration information will accurately reflect the course and roster information contained in your school's master schedule.

*Data Correction*

As with all other school year data, if the information displayed in the Teacher-Student Roster Verification Reports is incomplete or inaccurate, the data should be corrected in the local source system (e.g., the student management system) and submitted again to NYSED. Schools and Districts are responsible for creating and communicating clear processes and identifying contact people for identifying data inaccuracies and correcting this information prior to the verification deadline.

## Appendix B: New York State Student Learning Objective Template

<i>All SLOs MUST include the following basic components:</i>	
<b>Population</b>	<i>These are the students assigned to the course section(s) in this SLO - all students who are assigned to the course section(s) must be included in the SLO. (Full class rosters of all students must be provided for all included course sections.)</i>
<b>Learning Content</b>	<i>What is being taught over the instructional period covered? Common Core/National/State standards? Will this goal apply to all standards applicable to a course or just to specific priority standards?</i>
<b>Interval of Instructional Time</b>	<i>What is the instructional period covered (if not a year, rationale for semester/quarter/etc)?</i>
<b>Evidence</b>	<i>What specific assessment(s) will be used to measure this goal? The assessment must align to the learning content of the course.</i>

<p><b>Baseline</b></p>	<p><i>What is the starting level of students' knowledge of the learning content at the beginning of the instructional period?</i></p>																				
<p><b>Target(s)</b></p>	<p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p>																				
<p><b>HEDI Scoring</b></p>	<p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p>																				
	<p><b>HIGHLY EFFECTIVE</b></p>			<p><b>EFFECTIVE</b></p>									<p><b>DEVELOPING</b></p>					<p><b>INEFFECTIVE</b></p>			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
> 90	86-90	81-85	79-80	77-78	75-76	73-74	71-72	69-70	67-68	64-66	61-63	58-60	55-57	52-54	49-51	45-48	41-44	28-40	15-27	≤ 14	
<p><b>Rationale</b></p>	<p><i>Describe the reasoning behind the choices regarding learning content, evidence, and target and how they will be used together to prepare students for future growth and development in subsequent grades/courses, as well as college and career readiness.</i></p>																				

<p>1a Knowledge of Content and Pedagogy</p>	<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>	
<p>1b Demonstrating Knowledge of Students</p>	<p>Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>	
<p>1c Setting Instructional Outcomes</p>	<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>	
<p>1d Knowledge of Resources</p>	<p>Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</p>	<p>Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</p>	<p>Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.</p>	<p>Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">1e Designing Coherent Instruction</p>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">If Designing Student Assessments</p>	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p> <p>Teacher intends to use assessment results to plan future instruction for individual students.</p>	

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<p><b>2a Environment of Respect and Rapport</b></p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>	<p>N/A</p>
<p><b>2b Establishing a Culture for Learning</b></p>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>	
<p><b>2c Managing Classroom Procedures</b></p>	<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>	
<p><b>2d Managing Student Behavior</b></p>	<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>	
<p><b>2e Organizing Physical Space</b></p>	<p>The physical environment is unsafe, or many students don't have access to learning resources.</p> <p>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students, including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>	

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<p>3a Communicating with Students</p>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>	
<p>3b Questioning and Discussion Techniques</p>	<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>	
<p>3c Engaging Students in Learning</p>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p>	
<p>3d Using Assessment in Instruction</p>	<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</p> <p>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</p> <p>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p>	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>3e Demonstrating Flexibility and Responsiveness</b></p>	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>	
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4a Reflecting on Teaching	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>	N/A
4b Maintaining Accurate Records	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p> <p>Students contribute information and participate in maintaining the records.</p>	
4c Communicating with Families	<p>Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher's efforts to engage families in the instructional program are frequent and successful.</p>	
4d Participating in Professional Community	<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>	
4e Growing and Developing Professionally	<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>	

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<p style="text-align: center;">4f Showing Professionalism</p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p> <p>Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
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Name of mentor \_\_\_\_\_

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet \_\_\_\_\_ to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this Assessment, the TIP shall be modified accordingly.

Evaluator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**This plan will begin on :** \_\_\_\_\_

Meeting dates					
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Evaluator Comments: \_\_\_\_\_ Date: \_\_\_\_\_

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\_\_\_\_\_

Teacher Comments: \_\_\_\_\_ Date: \_\_\_\_\_

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Evaluator Comments: \_\_\_\_\_ Date: \_\_\_\_\_

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\_\_\_\_\_

Teacher Comments: \_\_\_\_\_ Date: \_\_\_\_\_

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Evaluator Comments: \_\_\_\_\_ Date: \_\_\_\_\_

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Teacher Comments: \_\_\_\_\_ Date: \_\_\_\_\_

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Evaluator Comments: \_\_\_\_\_ Date: \_\_\_\_\_

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Teacher Comments: Date: \_\_\_\_\_

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Evaluator Comments: Date: \_\_\_\_\_

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Teacher Comments: Date: \_\_\_\_\_

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**Recommendations for results of TIP**

The Teacher has met the performance goals identified through the TIP. \_\_\_\_\_

The Teacher has not met the performance goals. \_\_\_\_\_

Next Steps: (if goals not met)

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Evaluator's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's signature does not constitute agreement but merely signifies he/she has examined and discussed the materials with his/her evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

## **Appendix H**

# **School Leader Evaluation**

# School Leader Evaluation

## Proposed Model for Independent Charter Schools

Compliant with NYS Education Law 3012-c

Prepared by CEI-PEA

As of June 20, 2012

### Overall HEDI Score

Under NYS education law 3012-c, the State has established scoring ranges (scoring bands) for an overall composite rating of each teacher as "Highly Effective," "Effective," "Developing," or "Ineffective." Known as the HEDI rating system, the overall score ranges have been set by State as listed below. The HEDI rating system for each subcomponent is correlated to the State's overall ranges in order to ensure alignment throughout all elements of a teacher's evaluation.

2011-2012 and 2012-2013 where No Value-added Growth Measure	Overall Composite Score
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

### Sub-Component Point Assignments

Total Points	What is Measured
20	<b>STUDENT GROWTH – SCHOOL-WIDE</b>
20	<b>STUDENT ATTAINMENT – SCHOOL-WIDE</b>
60	<p><b>ASSESSMENT OF PRINCIPAL LEADERSHIP AND MANAGEMENT</b></p> <p><b>In-School Reviews of Leadership (35 points)</b></p> <ul style="list-style-type: none"> <li>- <u>Two announced observations conducted by a trained, independent observer</u> who will use rubrics developed by CEI-PEA that have been reviewed and approved by national experts in school leader evaluation.               <ul style="list-style-type: none"> <li>o One observation will focus on implementation of Danielson Framework for Teaching.</li> <li>o The other observation will focus on leadership at a group meeting.</li> </ul> </li> <li>- At least <u>one unannounced visit conducted by a Board Member</u> ("supervisor") who will produce a narrative summary of his/her visit to be included as part of the data for the Summative Assessment (see below).</li> <li>- Points allocated to <u>Summative Assessment</u> conducted in Spring by supervisor in consultation with the school leader, using (at a minimum) data from above listed in-school reviews. The independent observer will help facilitate the Summative Assessment conference.</li> </ul> <p><b>Survey of Leadership (25 points)</b></p> <ul style="list-style-type: none"> <li>- Uses Val-ED, an independently-administered survey to assess school leader's performance.</li> <li>- Includes self-assessment by the school leader and blind survey of teachers and the school leader's supervisor.</li> <li>- Scoring correlated to national representative sample.</li> <li>- Points allocated to <u>Overall Mean Score</u>.</li> </ul>
<b>100</b>	<b>TOTAL POINTS</b>

# Student Growth – School-Wide

## 20 points

### Student Growth – School Wide

**Student Achievement Data Source:** Growth data for all grades and students served in the school.

**Growth Targets:** As part of their teacher evaluation, every teacher in the school must establish Classroom/Cohort Growth targets that account for the growth of each individual student on either NYS Assessments or approved third-party assessments that are correlated to Student Learning Outcome (SLO) targets. School-wide growth will be taken as the aggregate of all growth targets through the following equation:

$$\frac{(\text{TOTAL \# OF STUDENTS* THAT MEET OR EXCEED THEIR GROWTH TARGET})}{(\text{TOTAL NUMBER OF STUDENTS TESTED})} \times 100 = \frac{\% \text{ OF STUDENTS THAT ACHIEVED THEIR GROWTH TARGET}}{\%}$$

*\*Note that "total # of students" is equivalent to the total number of student growth targets across all grade levels and subject areas, not individual students. For example, a student may be assessed multiple times (Math, ELA, science, social studies, etc.). The "student" total corresponds with the number of growth targets, not the individual person.*

**HEDI Score:** The % of students that meet their growth targets is assigned to a 0-20 score on the HEDI scale (see below), which in turn corresponds to one of four categories—Highly Effective, Effective, Developing or Ineffective.

<p><b>Highly Effective:</b> 86-100% of students meet their Growth Target.</p> <p><b>Effective:</b> 49% -85% of students meet their Growth Target</p> <p><b>Developing:</b> 15% - 44% of students meet their Growth Target.</p> <p><b>Ineffective:</b> 14% or less of students meet their Growth Target.</p>																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94%	86-89%	85%	80-84%	75-79%	70-74%	65-69%	60-64%	55-59%	50-54%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	10-14%	5-9%	0-4%

# Student Attainment – School Wide

## 20 points

### School Leader for Grades K - 6

Student Achievement Data Source: NYS Assessments for Math and ELA (grades 3-6).

% Determination Method:

$$\frac{(\text{TOTAL \# OF STUDENTS (3-6) SCORING AT OR ABOVE LEVEL 3}}{\text{TOTAL NUMBER OF STUDENTS (3-6) TESTED}} \times 100 = \% \text{ OF STUDENTS AT OR ABOVE GRADE LEVEL}$$

**HEDI Score:** The % of students that achieve at or above level 3 on State Assessments is assigned to a 0-20 score on the HEDI scale (see below), which in turn corresponds to one of four categories—Highly Effective, Effective, Developing or Ineffective.

<p><b>Highly Effective:</b> 86-100% of students achieve at or above level 3 on State Assessments.</p> <p><b>Effective:</b> 49% -85% of students achieve at or above level 3 on State Assessments</p> <p><b>Developing:</b> 15% - 44% of students achieve at or above level 3 on State Assessments.</p> <p><b>Ineffective:</b> 14% or less of students achieve at or above level 3 on State Assessments.</p>																				
HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94%	86-89%	85%	80-84%	75-79%	70-74%	65-69%	60-64%	55-59%	50-54%	45-49%	40-44%	35-39%	30-34%	25-29%	20-24%	15-19%	10-14%	5-9%	0-4%

# Assessment of Principal Leadership & Management

## 60 points

### IN-SCHOOL REVIEWS OF LEADERSHIP (35 points)

- Two announced observations conducted by a trained, independent observer who will use rubrics developed by CEI-PEA that have been reviewed and approved by national experts in school leader evaluation.
  - o One observation will focus on implementation of Danielson Framework for Teaching.
  - o The other observation will focus on leadership at a group meeting.
- At least one unannounced visit conducted by a Board Member (“supervisor”) who will produce a narrative summary of his/her visit to be included as part of the data for the Summative Assessment (see below).
- Points allocated to Summative Assessment conducted in Spring by supervisor in consultation with the school leader, using (at a minimum) data from above listed in-school reviews. The independent observer will help facilitate the Summative Assessment conference.

### Observation on Danielson Implementation

**Data Source:** Scores from observation rubric. The rubric assesses the school leader’s ability to effectively implement the Danielson Framework in the areas listed in the table below. For each area, the school leader is given “Quality Points” based on their assessed level (0-3). The Quality Points are totaled (0-24) and then converted to HEDI points that area aligned with the overall composite scoring bands established by the NYSED.

Area of Assessment	Below Basic	Basic	Proficient	Distinguished	QUALITY POINTS
Knowledge of Evaluation Process	0	1	2	3	0-3
Support for Sustainable Improvements	0	1	2	3	0-3
Fostering of Instructional Excellence	0	1	2	3	0-3
Respect and Rapport with Teachers	0	1	2	3	0-3
Establishment of Teacher Accountability	0	1	2	3	0-3
Goal Setting for Performance Improvement	0	1	2	3	0-3
Communication of Evaluation Purpose and Procedures	0	1	2	3	0-3
Improvement Plan Development	0	1	2	3	0-3
<b>TOTAL QUALITY POINTS</b>					<b>0-24</b>

**For formative assessment purposes only,** the Quality Points convert to the following ranges:

**Highly Effective** – 22-24 Quality Points

**Effective** – 18-21 Quality Points

**Developing** – 16-17 Quality Points

**Ineffective** – 15 or less Quality Points.

## Observation of Leading a Group Meeting

**Data Source:** Scores from observation rubric. The rubric assesses the school leader's ability to effectively lead a meeting based on the areas listed below. For each area, the school leader is given "Quality Points" based on their assessed level (0-3). The Quality Points are totaled (0-30) and then converted to HEDI points that area aligned with the overall composite scoring bands established by the NYSED.

Area of Assessment	Below Basic	Basic	Proficient	Distinguished	QUALITY POINTS
Agenda	0	1	2	3	0-3
Purpose	0	1	2	3	0-3
Leadership Tools	0	1	2	3	0-3
Leadership Confidence	0	1	2	3	0-3
Ability to Listen	0	1	2	3	0-3
Respect	0	1	2	3	0-3
Team Building/Team Process	0	1	2	3	0-3
Problem Solving	0	1	2	3	0-3
Written Communication	0	1	2	3	0-3
Oral Presentation	0	1	2	3	0-3
<b>TOTAL QUALITY POINTS</b>					<b>0-30</b>

**For formative assessment purposes only**, the Quality Points convert to the following ranges:

**Highly Effective** – 27-30 Quality Points

**Effective** – 23-26 Quality Points

**Developing** – 19-22 Quality Points

**Ineffective** – 21 or less Quality Points.

## Unannounced School Visit(s)

**Data Source:** At least one unannounced school visit will be conducted by a member of the school's Board of Trustees who is trained by CEI-PEA to effectively conduct a school visit. He or she will then prepare a narrative summary of his/her visit to be included as part of the data for the Summative Assessment (see next page).

# SUMMATIVE ASSESSMENT

## In-School Reviews of Leadership (35 points)

**Data Source:** Evidence and data collected through (at a minimum) the two observations and one school visit described above.

**Process:** In Spring of each year, the school leader will conference with his/her supervisor to review all evidence and establish a Summative Assessment by scoring the school leader in the Key Components of school leadership, as defined by Val-ED (Vanderbilt Assessment of Leadership in Education), which is one of the NYSED approved principal practice rubrics (see: <http://usny.nysed.gov/rttt/teachers-leaders/practic RUBRICS/>). The independent observer will help facilitate the Summative Assessment conference. The school leader will be scored at one of four levels, which correspond to a numerical value: Highly Effective (3), Effective (2), Developing (1) or Ineffective (0). The school leader is provided with a "Quality Point" score within each Component, which is converted to a HEDI score within the standard. Based upon a weighting system listed below, an overall HEDI score will be calculated for this sub-component.

### 1. High Standards for Student Learning.

Functions	Ineffective	Developing	Effective	Highly Effective	QUALITY POINTS
Plans targets of faculty performance that emphasize improvement in student learning	0	1	2	3	0-3
Creates expectations that faculty maintain high standards for student learning.	0	1	2	3	0-3
Encourages students to successfully achieve rigorous goals for student learning	0	1	2	3	0-3
Challenges low expectations for special needs students.	0	1	2	3	0-3
Communicates with families and the community about goals for rigorous student learning	0	1	2	3	0-3
Monitors student learning against high standards of achievement	0	1	2	3	0-3
<b>SUB-TOTAL QUALITY POINTS</b>					<b>0-18</b>

### 2. Rigorous Curriculum

Functions	Ineffective	Developing	Effective	Highly Effective	QUALITY POINTS
Develops a rigorous curriculum for all students	0	1	2	3	0-3
Implements a rigorous curriculum in all classes	0	1	2	3	0-3
Supports teachers to teach a curriculum consistent with state and national content standards	0	1	2	3	0-3
Advocates a rigorous curriculum that honors the diversity of students and their families	0	1	2	3	0-3
Discusses the importance of addressing the same academic content in special and regular programs	0	1	2	3	0-3
Evaluates the rigor of the curriculum	0	1	2	3	0-3
<b>SUB-TOTAL QUALITY POINTS</b>					<b>0-18</b>

### 3. Quality Instruction

Functions	Ineffective	Developing	Effective	Highly Effective	QUALITY POINTS
Plans a schedule that enables quality instruction	0	1	2	3	0-3
Coordinates efforts to improve instruction in all classes	0	1	2	3	0-3
Supports collaboration among faculty to improve instruction that maximizes student learning	0	1	2	3	0-3
Advocates opportunities for high quality instruction beyond the regular school day and year	0	1	2	3	0-3
Discusses instructional practices during faculty meetings	0	1	2	3	0-3
Evaluates teachers' instructional practices	0	1	2	3	0-3
<b>SUB-TOTAL QUALITY POINTS</b>					<b>0-18</b>

### 4. Culture of Learning & Professional Behavior

Functions	Ineffective	Developing	Effective	Highly Effective	QUALITY POINTS
Plans a positive environment in which student learning is the central focus	0	1	2	3	0-3
Builds a culture that honors academic achievement	0	1	2	3	0-3
Allocates resources to build a culture focused on student learning	0	1	2	3	0-3
Advocates a culture of learning that respects diversity of students	0	1	2	3	0-3
Discusses standards of professional behavior with faculty	0	1	2	3	0-3
Assesses the culture of the school from students' perspectives	0	1	2	3	0-3
<b>SUB-TOTAL QUALITY POINTS</b>					<b>0-18</b>

### 5. Connections to External Communities

Functions	Ineffective	Developing	Effective	Highly Effective	QUALITY POINTS
Develops a plan for community outreach programs consistent with instructional goals	0	1	2	3	0-3
Implements programs to help address community needs	0	1	2	3	0-3
Allocates resources that build family and community partnerships to advance student learning	0	1	2	3	0-3
Promotes mechanisms for reaching families who are least comfortable at school	0	1	2	3	0-3
Listens to feedback from the community	0	1	2	3	0-3
Uses data on parent involvement in teacher evaluations	0	1	2	3	0-3
<b>SUB-TOTAL QUALITY POINTS</b>					<b>0-18</b>

### 6. Performance Accountability

Functions	Ineffective	Developing	Effective	Highly Effective	QUALITY POINTS
Develops a plan for individual and collective accountability among faculty for student learning	0	1	2	3	0-3
Uses faculty input to create methods to hold faculty accountable	0	2	2	3	0-3
Allocates time to evaluate student learning	0	1	2	3	0-3
Challenges faculty who blame others for student failure	0	1	2	3	0-3
Communicates to faculty how accountability results will be used for school improvement	0	1	2	3	0-3
Analyzes the influence of faculty evaluations on the rigor of the curriculum	0	1	2	3	0-3
<b>SUB-TOTAL QUALITY POINTS</b>					<b>0-18</b>

## Total Quality Points

Add up the quality points from each Component to arrive at the total Quality Points.

<b>Component</b>	<b>QUALITY POINTS</b>
1. High Standards for Student Learning	0-18
2. Rigorous Curriculum	0-18
3. Quality Instruction	0-18
4. Culture of Learning & Professional Behavior	0-18
5. Connections to External Communities	0-18
6. Performance Accountability	0-18
<b>TOTAL QUALITY POINTS</b>	<b>0-108</b>

## From Quality Points → HEDI Score

On the following page, locate the total Quality Point figure in the left column. The corresponding HEDI score is immediately to the right of that figure. The color bands indicate the ranges of Highly Effective, Effective, Developing and Ineffective.

**SUMMATIVE ASSESSMENT**  
From Quality Points → HEDI Score

	QUALITY POINTS	HEDI SCORE
<b>HIGHLY EFFECTIVE</b>	108	35.0
	107	34.7
	106	34.4
	105	34.0
	104	33.7
	103	33.4
	102	33.1
	101	32.7
	100	32.4
	99	32.1
98	31.8	
<b>EFFECTIVE</b>	97	31.4
	96	31.1
	95	30.8
	94	30.5
	93	30.1
	92	29.8
	91	29.5
	90	29.2
	89	28.8
	88	28.5
	87	28.2
	86	27.9
	85	27.5
	84	27.2
83	26.9	
82	26.6	
81	26.3	
<b>DEVELOPING</b>	80	25.9
	79	25.6
	78	25.3
	77	25.0
	76	24.6
	75	24.3
	74	24.0
	73	23.7
	72	23.3
	71	23.0
70	22.7	

	QUALITY POINTS	HEDI SCORE
<b>INEFFECTIVE</b>	69	22.4
	68	22.0
	66	21.4
	65	21.1
	64	20.7
	63	20.4
	62	20.1
	61	19.8
	60	19.4
	59	19.1
	58	18.8
	57	18.5
	56	18.1
	55	17.8
	54	17.5
	53	17.2
	52	16.9
	51	16.5
	50	16.2
	49	15.9
48	15.6	
47	15.2	
46	14.9	
45	14.6	
43	13.9	
42	13.6	
41	13.3	
40	13.0	
	35-39	11.3
	30-34	9.7
	25-29	8.1
	20-24	6.5
	15-19	4.9
	10-14	3.2
	5-9	1.6
	0-4	0.0

## Val-Ed Survey (25 points)

**Data Source:** VAL-ED (Vanderbilt Assessment of Leadership in Education)

**Process:** The VAL-ED assessment includes a principal self-assessment and survey of teachers and supervisors (Board members). Data from VAL-ED is designed to provide a summary of effectiveness of a principal's learning-centered leadership behaviors during the current school year.

VAL-ED provides a total score across all respondents as well as separately by respondent group. The scores from the teachers are based on the average across all teacher respondents. The total score, core component, and key process effectiveness ratings are interpreted against a national representative sample that included principals, supervisors, and teachers, providing a percentile rank. The results are also interpreted against a set of performance standards ranging from Below Basic to Distinguished. The scores associated with performance levels were determined by a national panel of principals, supervisors and teachers.

For the purposes of the APPR, the principal's overall Mean Score from all of the six core components and six key processes will be used to determine his or her HEDI score. These components and processes are:

Key Components	Key Processes
High Standards for Student Learning Rigorous Curriculum Quality Instruction Culture of Learning & Professional Behavior Connections to External Communities Performance Accountability	Planning Implementing Supporting Advocating Communicating Monitoring

**HEDI Score:** VAL-ED provides an overall Mean Score on a 5-point scale of 1=Ineffective; 2=Minimally Effective; 3=Satisfactorily Effective; 4=Highly Effective; 5=Outstandingly Effective. The overall Mean Score will then be aligned with one of the four HEDI categories—Highly Effective, Effective, Developing or Ineffective—using the chart below (0-29 points). The cut-offs are based upon a national field trial conducted by Discovery Education that included 300 principals and resulted in 17% of principals at the Ineffective level, 33% at the Developing level, 36% at the Proficient level, and 14% at the Highly Effective level.

	HIGHLY EFFECTIVE			EFFECTIVE					DEVELOPING		
HEDI	25	24	23	22.5	22	21	20	19	18.5	17	16
Mean Score	4.8-5	4.4-4.7	4-4.3	3.99	3.9	3.8	3.7	3.6	3.59	3.4	3.3

	INEFFECTIVE														
HEDI	15.9	15.5	15	14.5	14	13.5	13	12.5	12	11.5	11	10.5	10	5	0
Mean Score	3.2	3.1	3	2.9	2.8	2.7	2.6	2.5	2.4	2.3	2.2	2.1	2	1.5-1.9	0-1.4

## **Appendix H**

# **Letters of Support**



August 10, 2012

Mr. Cliff Chaung  
Director  
NYSED Charter School Office  
89 Washington Avenue, Room 471  
EBA Albany, New York 12234

Dear Mr. Chaung,

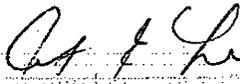
As Executive Director of Leadership Buffalo, I would like to confirm that my organization is interested in establishing a partnership with COMMUNITY Charter School, serving as a resource to fill vacancies on the charter's Board of Trustees.

Leadership Buffalo, Inc. is a non-profit organization that was founded in 1987 with one mission: to unite existing and emerging leaders from diverse backgrounds and perspectives in order to increase their knowledge of community issues, broaden their vision and enhance their ability to lead. Over 2000 graduates of Leadership Buffalo, who represent the large corporate, small entrepreneurial businesses, government, education, and not-for-profit sectors, strive to bring positive change to WNY by working with area leaders and organizations to identify the critical issues facing our community and develop action plans for strategic, positive change.

Education is so critical to the well-being and success of a community. Establishing a partnership with COMMUNITY Charter School is consistent with our mission and allows our members to be the catalyst of making a better Buffalo.

Leadership Buffalo in partnership with The Community Foundation of Greater Buffalo, the John R. Oishei Foundation, The United Way of Buffalo and Erie County, and the NYS Charities Bureau Chief of the Governor's office, are working on a pilot program to provide state wide board training with Buffalo and Western New York being the first of two areas to launch. This new initiative will allow us the ability to provide quality board members to the COMMUNITY Charter School.

Regards,



Althea E. Luehrsen  
Executive Director

Programs of Leadership Buffalo:

LEADERSHIP BUFFALO CLASS EXPERIENCE ★ YOUTH LEADERSHIP ERIE COUNTY ★ RISING LEADERS  
EXPERIENCE BUFFALO ★ LB COMMUNITY FACILITATION TEAM

237 MAIN STREET SUITE 1500 BUFFALO, NY 14203-2720 PHONE 716.849.2626 FAX 716.843.8683

lb@leadershipbuffalo.org www.leadershipbuffalo.org



**Common Council**  
CITY OF BUFFALO  
OFFICE OF PRESIDENT PRO TEMPORE

**BONNIE E. RUSSELL**  
PRESIDENT PRO TEMPORE  
UNIVERSITY DISTRICT COUNCIL MEMBER  
65 NIAGARA SQUARE, 1508 CITY HALL  
BUFFALO, NY 14202-3318  
PHONE: (716) 851-5165 • FAX: (716) 851-4580  
E-mail: [brussell@city-buffalo.com](mailto:brussell@city-buffalo.com)  
Website: <http://www.city-buffalo.com>

August 13, 2012

Cliff Chaung, Director  
NYSED Charter School Office  
89 Washington Avenue, Room 471  
EBA Albany, New York 12234

Dear Mr. Chaung,

It has come to my attention that Community Charter School is submitting a request to the New York State Education Department to renew its charter. As the University District Councilmember, I am writing to express my support for its request for renewal.

Over the past 10 years, I have seen the significant impact made by Community Charter School in the Buffalo and Western New York Communities. The school has provided families with a positive alternative to traditional public schools. It has created a nurturing environment where students are challenged academically and personally to meet their potential. In particular, the school's asset development model has provided a framework that encourages both personal excellence and family and community involvement.

Community Charter School is an established mainstay in the community. Its large enrollment demonstrates that parents support the school and understand the benefits the school provides to its students. I believe that maintaining the school will contribute greatly to the educational development of its students and the stability of its neighborhood. I therefore strongly support the renewal of the charter and implementation of its proposed academic improvement model.

Again, I urge you to approve Community Charter School's charter renewal request. Thank you.

Very truly yours,

*Bonnie E. Russell* <sup>MD</sup>

Bonnie E. Russell  
President Pro Tempore  
University District Council

BER/mel

*"United for University"*

CHAIR  
CIVIL SERVICE

COMMITTEES  
CLAIMS  
FINANCE  
LEGISLATION  
RULES

SPECIAL COMMITTEES  
MINORITY BUSINESS ENTERPRISE  
POLICE OVERSIGHT  
TRANSPORTATION

MEMBER  
BUFFALO URBAN RENEWAL AGENCY

SENIOR LEGISLATIVE ASSISTANT  
SANDRA D. MUNSON

LEGISLATIVE ASSISTANT  
MARY ELIZABETH LAMPARELLI

**GREAT FUTURES START HERE.**

August 10, 2012

Cliff Chaung, Director  
NYSED Charter School Office  
89 Washington Avenue, Room 471  
EBA Albany, New York 12234

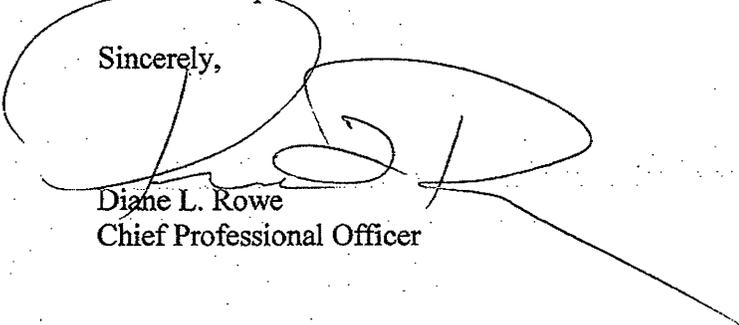
Dear Mr. Chaung,

Over the past 10 years, I have seen the significant impact made by COMMUNITY Charter School in the Buffalo and Western New York Communities. The school has provided families with a positive alternative to traditional public schools. It has created a nurturing environment where students are challenged academically and personally to meet their potential. In particular, the school's asset development model has provided a framework that encourages both personal excellence and family and community involvement.

The Boys & Girls Clubs of Buffalo has had a long term relationship with COMMUNITY Charter School. We have been their afterschool provider for the past 6 years. During this time we have been able to work collaboratively with the school to provide positive afterschool programming to hundreds of youth. Specifically over the last two years, we have been expanding our partnership to allow the Boys & Girls Clubs of Buffalo to provide more educational support that is consistent with the activities taking place during the school day. We look forward to continuing our partnership in the school and are willing to have our Chief Operating Officer serve on the advisory board.

COMMUNITY Charter School is an established mainstay in the community. Its large enrollment demonstrates that parents support the school and understand the benefits the school provides to its students. I believe that maintaining the school will contribute greatly to the educational development of its students and the stability of its neighborhood. I therefore strongly support the renewal of the charter and implementation of its proposed academic improvement model.

Sincerely,

  
Diane L. Rowe  
Chief Professional Officer



**BOYS & GIRLS CLUBS**  
OF BUFFALO

**Boys & Girls Clubs  
of Buffalo**  
282 Babcock St.  
Buffalo, NY 14210  
Tel (716) 825-1016  
Fax (716) 825-0243  
www.bgcbuffalo.org

**Officers**

George Collins Jr. Esq.  
*Chief Volunteer Officer*

Thomas Rybarczyk  
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Peter Savarino  
Patricia Zimmerman

*Chief Professional Officer*  
Diane L. Rowe

*Emeritus Member*  
Gregory Dearlove





8/14/12

**COMMUNITY Charter School Instructional Staff Association**

Stacy Conti  
29 Lucy Lane  
Cheektowaga, NY 14225  
"Committed to COMMUNITY"

Dear Mr. Chaung,

I am writing this letter on behalf of the association and instructional staff at COMMUNITY Charter School. We are in receipt of your site visit report as well as additional phone conference citations and find it extremely important to express to you our interest in the life of our school.

COMMUNITY means we all work together, COMMUNITY means we are all committed and 100% invested in doing everything we can for our students and school. I have been a member of our COMMUNITY since the 2007-2008 school year. During the 2011-2012 school year, I have been a part of a remarkable change. In the past our main fault was the lack of leadership, we were working as individual entities. Starting in the middle of the 2011-2012 school year the necessary changes were made to ensure our school was being led by a strong administrative team. The changes in leadership have made a dramatic impact on the climate and well being of our school. I am confident that given the time needed to show growth and change COMMUNITY will shine.

The association is aware of the changes that currently are and must take place at COMMUNITY Charter School. We, as an association, are willing to do anything it takes to help make our students and school a success. We hold ourselves accountable for our student achievement and know that our dedication will yield positive results.

Thank you for your time and attention to this critical matter. Please do not hesitate to contact me at (716) 860-4154 or [pfal6135@yahoo.com](mailto:pfal6135@yahoo.com) if you have any questions or concerns.

Sincerely,

A handwritten signature in cursive script that reads "Stacy Conti".

Stacy Conti  
Association President

Mary c. Carroll  
154 Deumant Terrace  
Tonawanda, New York 14223

August 14, 2012

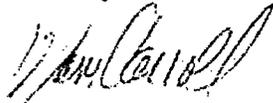
Cliff Chaung, Director  
NYSED Charter School Office  
89 Washington Street  
EBA Albany, New York 12234

Dear Mr. Chaung,

As a founding member of C.O.M.M.U.I.T.Y. Charter School I was disheartened to see the school stray from its original Charter design for Asset Development. The changes that are currently stated in the renewal document will help return the school to the original goals of creating a positive climate, which requires a commitment of staff, the board of trustees and our families to raise each student's assets to reach the level that will ensure both academic and personal success.

The current administration and the supporting organizational assistance from the Center for Educational Innovation – Public Education Association will I feel, re-establish our school as the anchor for the families of the Kensington Bailey community.

Sincerely,



Mary Carroll



# BOY SCOUTS OF AMERICA

Greater Niagara Frontier Council

Greater Niagara Frontier Council, Boy Scouts of America  
2860 Genesee St  
Buffalo NY, 14225

Mr. Cliff Chaung  
NYSED Charter School Office  
89 Washington Avenue, Room 471  
EBA Albany, New York 12234

Dear Mr. Chaung,

My name is Greg Voyzey, and I am the District Executive that coordinates the Cub Scout program in Community Charter School. I am writing to you today in support of Community Charter School's Charter Renewal. The Greater Niagara Frontier Council has had the opportunity to work with the school for the past five years and have a successful Cub Scout program present. During the school year, the Cub Scout pack meets once a week after school so students have the opportunity to participate in the program that helps prepare young people for everyday life. During the course of the year, the Scouts will learn about leadership, the nuclear family, teamwork, and participate in aspects of the program such as wearing a full uniform, building pinewood derby race cars, work on advancement, and go camping.

The faculty and staff have been supportive of the program in various ways. From helping promote the Scouting program in their homeroom to helping out at meetings, the faculty and staff play an important role to help make sure that the Scouting program continues. This past summer alone, Mr. Andrew Prinzing, Assistant Principal of Student Development, took time out of his own schedule to volunteer and go camping with the Scouts at Camp Scouthaven. The boys were able to spend four days and three nights out of the city and get to participate in fun activities such as mountain biking, archery, obstacle challenge course, fishing, and boating. If it was not for the support of the school, sending Scouts to summer camp this year would not be possible.

I thank you for taking the time to read my letter of affirmation for Community Charter School's renewal. If you should have any questions, please do not hesitate to contact me.

Sincerely,

Greg Voyzey

District Executive  
716-512-6209  
Greg.voyzey@scouting.org

2860 Genesee Street  
Buffalo, NY 14225-3131  
Phone 716-891-4073  
Fax 716-891-4008  
www.wnyscouting.org

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# CITY OF BUFFALO

## Certificate of Occupancy

Certificate No. 12600

In accordance with appropriate laws of the State of New York and/or the Ordinances of the City of Buffalo the structure(s) located at 404 EDISON Buffalo, New York, having been inspected and found to conform substantially to applicable laws, ordinances, rules or regulations, said structure(s) is hereby certified for occupancy. This certificate is issued subject to the limitations herein specified and is valid until revoked unless automatically voided by the conditions set forth on the reverse side of this certificate.

Date issued: 08/26/2003

Commissioner of Permit and Inspection Services

Total Occupancy: SCHOOL

No. Units: No. Stories: 2 No. Rooms: Building Type: 2B  
Zoning Use Dist: R-2 Smoke Detectors:  
Construction: NON-COMBUST Class: C5

Application Codes:  
M/D/L Law: N City Ordinance: Y Zoning Ordinance: Y N.Y. SUBC: N Other: N

Permit No.: Permit Date: Receipt No.: 404908 Date Inspected: 08/26/2003  
Inspector: ROBERT FELSCHOW

### Building Usage

Story: BASEMENT UTILITIES  
1ST FLOOR CLASSROOMS, CLINIC, OFFICES, ASSEMBLY & LUNCH ROOM  
2ND FLOOR CLASSROOMS

SEE REVERSE SIDE

**PART III – CERTIFICATIONS**

appropriate section to be completed and signed by each person as identified below.

**Section III-A. Local Municipal Code Enforcement Official**

This inspector shall enter below the name, full business mailing address and phone number of the local municipal code enforcement official having jurisdiction over this facility.

Name: SAMUEL C. MADRUSO  
Address: 36 NORTH BEAVER ST  
City/State DUNKIRK Zip Code [REDACTED] (26A-4)

**Section III-B. Fire Safety Inspector**

I hereby certify that I inspected this building on 12/6/11 (date) and the information noted in this Fire Safety Report represents, to the best of my knowledge and belief, an accurate description of the building and conditions observed.

Name: SAMUEL C. MADRUSO Telephone No.: (716) 366-5045  
(Please Print) (Include Area Code)  
Title: CODE ENFORCEMENT OFFICER  
Address: 36 NORTH BEAVER ST. Signature: [Signature] (26B-4)  
DUNKIRK 14048  
Zip Code

**Section III-C. Building Administrator, or Designee**

I hereby certify that this building was inspected 12/6/11 (date) as indicated in Section A above.

Name: Carol A. Smith Telephone No.: (716) 833-5967  
(Please Print) (Include Area Code)  
Title: Principal  
Address: 404 Edison Avenue  
Buffalo, Ny 14215 Signature: [Signature] (26C-4)  
Zip Code

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, or sexual orientation in the educational programs and activities which it operates. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of equal opportunity and affirmative action should be referred to the Department's Affirmative Action Officer, NYS Education Department, 89 Washington Avenue, Albany, NY 12234.

# COUNTY OF ERIE



## HEALTH DEPARTMENT PERMIT

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The person or corporation hereinafter named is hereby granted permission to conduct the business of a(n) Food Service Establishment at the address stated below.

This permit is issued on the express condition that the permittee conducting said business will comply with any and all applicable State, Local, and Municipal Laws, Ordinances, Codes, Rules and Regulations and may be revoked or suspended by the Commissioner of Health of the County of Erie for any failure on the part of the permittee to meet such legal requirements.

This permit No. 14147801 expires on 08/31/2013 unless suspended or revoked.

Community Charter School  
404 Edison Avenue  
Buffalo NY 14215

Gale R Burstein, MD, MPH  
Commissioner of Health

OWNER/OPERATOR:  
Community Charter School

OPERATION(S):  
Over 50 seats

PERMIT CONDITION(S):

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**THIS PERMIT IS NOT TRANSFERABLE AND MUST BE POSTED IN A CONSPICUOUS PLACE.**

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## Appendix L – Up-to-Date Flammable Compounds and Liquids Certification

Not Applicable





# EVIDENCE OF PROPERTY INSURANCE

DATE (MM/DD/YYYY)  
08/14/2012

THIS EVIDENCE OF PROPERTY INSURANCE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE ADDITIONAL INTEREST NAMED BELOW. THIS EVIDENCE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS EVIDENCE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE ADDITIONAL INTEREST.

AGENCY <b>Vanner Insurance Agency</b> 11 Pinchot Court, Suite 100 Amherst, NY 14228 Jason N Reid		PHONE (A/C, No, Ext): <b>716-688-8888</b>		COMPANY <b>Philadelphia Indemnity Ins Co</b> One Bala Plaza, Suite 100 Cynwyd, PA 19004	
FAX (A/C, No): <b>716-688-9001</b>		E-MAIL ADDRESS: <b>info@vannerinsurance.com</b>			
CODE:		SUB CODE:			
AGENCY CUSTOMER ID #: <b>COMMU-3</b>		LOAN NUMBER		POLICY NUMBER <b>PHPK887506</b>	
INSURED <b>Community Charter School</b> 404 Edison Ave Buffalo, NY 14215		EFFECTIVE DATE <b>07/01/12</b>	EXPIRATION DATE <b>07/01/13</b>	<input type="checkbox"/> CONTINUED UNTIL TERMINATED IF CHECKED	
THIS REPLACES PRIOR EVIDENCE DATED:					

### PROPERTY INFORMATION

LOCATION/DESCRIPTION <b>404 Edison Ave</b> <b>Buffalo, NY 14215</b>	<b>School</b>
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THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS EVIDENCE OF PROPERTY INSURANCE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

### COVERAGE INFORMATION

COVERAGE / PERILS / FORMS	AMOUNT OF INSURANCE	DEDUCTIBLE
Premise 1 Building 1	4067000	1000
BUILDING	2448759	72
BI W/EE	1740000	1000
BUS PERS PROP	7819506	50000
EARTHQUAKE	7819506	25000
Flood		
SEE REMARKS		

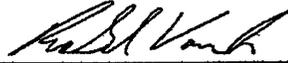
### REMARKS (Including Special Conditions)

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### CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

### ADDITIONAL INTEREST

NAME AND ADDRESS	<input type="checkbox"/> MORTGAGEE	<input type="checkbox"/> ADDITIONAL INSURED
	<input type="checkbox"/> LOSS PAYEE	
LOAN #		
AUTHORIZED REPRESENTATIVE 		

## CERTIFICATE OF COMPLETION

Re: Asbestos Abatement/Encapsulation at 404 Edison Buffalo, NY

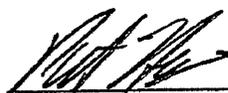
On July 18-19, 2003, FiberTech Environmental Services, Inc. performed an asbestos abatement project at the above referenced site location. The project consisted of the following:

- Removal of approximately 200 SF of Boiler Insulation
- Removal of approximately 120 LF of Pipe Insulation
- Removal of approximately 110 SF of Ceiling Tile

The asbestos was isolated from adjacent areas within critical barriers of 6-mil polyethylene sheeting secured with duct tape. The insulation was removed by the glove-bag procedure under wet conditions and HEPA negative air filtration. All material was placed in double, labeled 6-mil polyethylene bags, transported to and disposed of at an approved asbestos landfill. Once asbestos containing building materials had been thoroughly cleaned, it was painted with a binding encapsulant in order to lock down any invisible fibers that might remain. A final air sample was collected by third party air monitoring firm and submitted to an accredited analytical laboratory to confirm and document air quality levels of <0.010 fibers/cc or lower background level whichever is greater. Copies of the final air sample report and waste disposal manifest shall be provided to you.

This project conformed to all NYSDOL, OSHA & EPA rules & regulations pertaining to the removal of asbestos containing material. If you may have any questions, please feel free to call me.

Respectfully submitted,

 7-22-03

Patrick Haynes  
Project Manager/Date

## Appendix O – Lead Paint Inspection

Not Applicable