



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

Commissioner of Education
President of the University of the State of New York
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December 20, 2012

Michael Ginalski, Superintendent
Corning City School District
165 Charles Street
Painted Post, NY 14870

Dear Superintendent Ginalski:

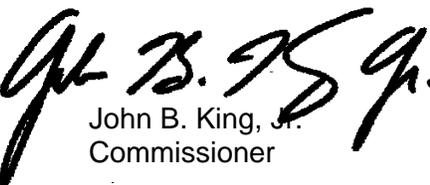
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Horst G. Graefe

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES's grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES's APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR form and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.

Annual Professional Performance Reviews: 2012-13

Created Friday, May 18, 2012

Updated Tuesday, October 23, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 571000010000

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

571000010000

1.2) School District Name: CORNING CITY SD

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

CORNING CITY SD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, May 21, 2012

Updated Wednesday, December 19, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Grades using the NWEA assessment shall be based on a targeted gain system based on RIT values using a scale
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.

to define adequate growth between baseline and final assessment. That scale is attached. Students whose baseline RIT score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored and the corresponding HEDI ratings. The growth target for each grade is based on a negotiated percentage of the normed amount of points determined by NWEA that translates into a year's growth measure for a student in each respective grade level.

The District will use a baseline assessment for Grade 3 ELA that is comparable to the state assessment. The NYS Grade 3 ELA assessment will be used for the final assessment to measure student academic growth. Students' baseline or pre-assessment scores and then the final or post-assessment scores will be scaled on one of four categories as shown in uploaded chart. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored and the corresponding HEDI ratings. These will be developed by District administrators in consultation with teachers of the respective grade and subject.

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

86%+ of students meet target

86-90% = 18 pts
91-94% = 19 pts
95-100% = 20 pts

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

55-85% of students meet target

55-60% = 9 pts
61-65% = 10 pts
66-69% = 11 pts
70-72% = 12 pts
73-75% = 13 pts
76-78% = 14 pts
79-81% = 15 pts
82-83% = 16 pts
84-85% = 17 pts

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

30-54% of students meet target

30-35% = 3 pts
36-40% = 4 pts
41-45% = 5 pts
46-50% = 6 pts
51-52% = 7 pts
53-54% = 8 pts

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

0- 29% of students meet target

0-10% = 0 points
11-20% = 1 pt
21-29% = 2 pts

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
1	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)
2	State-approved 3rd party assessment	Measures of Academic Progress (Primary Grades)

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Grades using the NWEA assessment shall be based on a targeted gain system based on RIT values using a scale to define adequate growth between baseline and final assessment. That scale is attached. Students whose baseline RIT score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored and the corresponding HEDI ratings. The growth target for each grade is based on a negotiated percentage of the normed amount of points determined by NWEA that translates into a year's growth measure for a student in each respective grade level.

The District will use a baseline assessment for Grade 3 Math that is comparable to the state assessment. The NYS Grade 3 Math assessment will be used for the final assessment to measure student academic growth. Students' baseline or pre-assessment scores and then the final or post-assessment scores will be scaled on one of four categories as shown in uploaded chart. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored and the corresponding HEDI ratings. These will be developed by District administrators in consultation with teachers of the respective grade and subject.

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

86%+ of students meet target

86-90% = 18 pts
 91-94% = 19 pts
 95-100% = 20 pts

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55-85% of students meet target 55-60% = 9 pts 61-65% = 10 pts 66-69% = 11 pts 70-72% = 12 pts 73-75% = 13 pts 76-78% = 14 pts 79-81% = 15 pts 82-83% = 16 pts 84-85% = 17 pts
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	30-54% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-50% = 6 pts 51-52% = 7 pts 53-54% = 8 pts
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0- 29% of students meet target 0-10% = 0 points 11-20% = 1 pt 21-29% = 2 pts

2.4) Grades 6-8 Science

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

	Science	Assessment
6	State-approved 3rd party assessment	Corning City School District Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	GST BOCES Developed 7th Grade Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District will use a District developed baseline and final assessment in Grade 6, a BOCES developed baseline and final assessment in Grade 7 and a BOCES developed baseline assessment in Grade 8. The NYS Grade 8 Science assessment will be used for the final assessment to measure student academic growth for 8th graders. Students' baseline or pre-assessment scores and then the final or post-assessment scores will be scaled on one of four categories as shown in uploaded chart. The percentage of students who meet expected growth results
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will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored and the corresponding HEDI ratings. These will be developed by District administrators in consultation with teachers of the respective grade and subject.

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

86%+ of students meet target

86-90% = 18 pts
91-94% = 19 pts
95-100% = 20 pts

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

55-85% of students meet target

55-60% = 9 pts
61-65% = 10 pts
66-69% = 11 pts
70-72% = 12 pts
73-75% = 13 pts
76-78% = 14 pts
79-81% = 15 pts
82-83% = 16 pts
84-85% = 17 pts

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

30-54% of students meet target

30-35% = 3 pts
36-40% = 4 pts
41-45% = 5 pts
46-50% = 6 pts
51-52% = 7 pts
53-54% = 8 pts

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

0- 29% of students meet target

0-10% = 0 points
11-20% = 1 pt
21-29% = 2 pts

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Corning City School District Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Corning City School District Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Corning City School District Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District will use a District developed baseline and final assessment in Grades 6, 7 and 8 Social Studies. Students' baseline or pre-assessment scores and then the final or post-assessment scores will be scaled on one of four categories as shown in uploaded chart. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored and the corresponding HEDI ratings. These will be developed by District administrators in consultation with teachers of the respective grade and subject.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86%+ of students meet target 86-90% = 18 pts 91-94% = 19 pts 95-100% = 20 pts
Effective (9 - 17 points) Results meet District goals for similar students.	55-85% of students meet target 55-60% = 9 pts 61-65% = 10 pts 66-69% = 11 pts 70-72% = 12 pts 73-75% = 13 pts 76-78% = 14 pts 79-81% = 15 pts 82-83% = 16 pts 84-85% = 17 pts
Developing (3 - 8 points) Results are below District goals for similar students.	30-54% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-50% = 6 pts 51-52% = 7 pts 53-54% = 8 pts
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0- 29% of students meet target 0-10% = 0 points 11-20% = 1 pt 21-29% = 2 pts

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Corning City School District developed Global 1 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District will use a District developed baseline and post assessment for Global 1. The District will use a BOCES developed baseline assessment for Global 2 and the NYS Regents exam for Global History to measure students' academic growth in Global II. The District will use a District developed baseline assessment for American History and the NYS Regents in US History and Government to measure student academic growth for American History. Students' baseline or pre-assessment scores and then the final or post-assessment scores will be scaled on one of four categories as shown in uploaded chart. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored and the corresponding HEDI ratings. These will be developed by District administrators in consultation with teachers of the respective grade and subject.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86%+ of students meet target 86-90% = 18 pts 91-94% = 19 pts 95-100% = 20 pts
Effective (9 - 17 points) Results meet District goals for similar students.	55-85% of students meet target 55-60% = 9 pts 61-65% = 10 pts 66-69% = 11 pts 70-72% = 12 pts 73-75% = 13 pts 76-78% = 14 pts 79-81% = 15 pts 82-83% = 16 pts 84-85% = 17 pts
Developing (3 - 8 points) Results are below District goals for similar students.	30-54% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-50% = 6 pts 51-52% = 7 pts 53-54% = 8 pts
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0- 29% of students meet target 0-10% = 0 points 11-20% = 1 pt 21-29% = 2 pts

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District will use a BOCES developed baseline assessment for the respective specific high school science courses with the Regents exams and then use the specific Regents exam as the final assessment to determine students' academic growth in each respective subject. Students' baseline or pre-assessment scores and then the final or post-assessment scores will be scaled on one of four categories as shown in uploaded chart. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored and the corresponding HEDI ratings. These will be developed by District administrators in consultation with teachers of the respective grade and subject.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86%+ of students meet target 86-90% = 18 pts 91-94% = 19 pts 95-100% = 20 pts
Effective (9 - 17 points) Results meet District goals for similar students.	55-85% of students meet target 55-60% = 9 pts 61-65% = 10 pts 66-69% = 11 pts 70-72% = 12 pts 73-75% = 13 pts 76-78% = 14 pts 79-81% = 15 pts 82-83% = 16 pts 84-85% = 17 pts
Developing (3 - 8 points) Results are below District goals for similar students.	30-54% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-50% = 6 pts 51-52% = 7 pts 53-54% = 8 pts

Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0- 29% of students meet target 0-10% = 0 points 11-20% = 1 pt 21-29% = 2 pts
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2.8) High School Math Regents Courses

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

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

	Math Regents Courses	Assessment
Algebra 1	Regents assessment	Regents assessment
Geometry	Regents assessment	Regents assessment
Algebra 2	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The District will use a BOCES developed baseline assessment for each of the respective and specific the high school math courses with Regents exams and then use the respective NYS Regents exam as the final assessment to determine students' academic growth. Students' baseline or pre-assessment scores and then the final or post-assessment scores will be scaled on one of four categories as shown in uploaded chart. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored and the corresponding HEDI ratings. These will be developed by District administrators in consultation with teachers of the respective grade and subject.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	86%+ of students meet target 86-90% = 18 pts 91-94% = 19 pts 95-100% = 20 pts
Effective (9 - 17 points) Results meet District goals for similar students.	55-85% of students meet target 55-60% = 9 pts 61-65% = 10 pts 66-69% = 11 pts 70-72% = 12 pts 73-75% = 13 pts 76-78% = 14 pts 79-81% = 15 pts 82-83% = 16 pts 84-85% = 17 pts

Developing (3 - 8 points) Results are below District goals for similar students.	30-54% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-50% = 6 pts 51-52% = 7 pts 53-54% = 8 pts
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0- 29% of students meet target 0-10% = 0 points 11-20% = 1 pt 21-29% = 2 pts

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	State approved 3rd party assessment	Measures of Academic Progress (ELA)
Grade 10 ELA	State approved 3rd party assessment	Measures of Academic Progress (ELA)
Grade 11 ELA	Regents assessment	English Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>The District will use a baseline assessment for the Grade 11 State Regents assessment in ELA and then use the Grade 11 NYS Regents ELA assessment to determine students' academic growth. Students' baseline or pre-assessment scores and then the final or post-assessment scores will be scaled on one of four categories as shown in uploaded chart. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored and the corresponding HEDI ratings. These will be developed by District administrators in consultation with teachers of the respective grade and subject.</p> <p>For Grades 9 and 10, the District will use the NWEA assessment which shall be based on a targeted gain system based on RIT values using a scale to define adequate growth between baseline and final assessment. That scale is attached. Students whose baseline RIT score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the</p>
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target of adequate growth. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored and the corresponding HEDI ratings. The growth target for each grade is based on a negotiated percentage of the normed amount of points determined by NWEA that translates into a year's growth measure for a student in each respective grade level

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

86%+ of students meet target
 86-90% = 18 pts
 91-94% = 19 pts
 95-100% = 20 pts

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

55-85% of students meet target
 55-60% = 9 pts
 61-65% = 10 pts
 66-69% = 11 pts
 70-72% = 12 pts
 73-75% = 13 pts
 76-78% = 14 pts
 79-81% = 15 pts
 82-83% = 16 pts
 84-85% = 17 pts

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

30-54% of students meet target
 30-35% = 3 pts
 36-40% = 4 pts
 41-45% = 5 pts
 46-50% = 6 pts
 51-52% = 7 pts
 53-54% = 8 pts

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

0- 29% of students meet target
 0-10% = 0 points
 11-20% = 1 pt
 21-29% = 2 pts

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other teachers of courses not named above	District, Regional or BOCES-developed	All other courses not specifically listed will be Corning City School District developed grade level and subject specific assessment
ESOL	State Assessment	NYSSLAT
Academic Intervention Services K-8	School/BOCES-wide/group/team results based on State	NYS ELA and Math assessment scores based on grade levels served

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

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

For ESOL teachers where there is not a state provided growth score, the teacher shall have a SLO that is based upon the NYSSLAT scores of all students in the District's ESOL program. SLO's shall be developed for each teacher using the pre and post assessment results of all ESOL students on the NYSSLAT assessment to measure student academic growth towards the mastery target. These SLO's will be developed by District administrators in consultation with the ESOL teachers and will be rigorous yet attainable. Students' baseline or pre-assessment scores on the NYSSLAT and then the final or post-assessment scores on the NYSSLAT will be scaled on one of four categories as shown in uploaded chart. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored and the corresponding HEDI ratings.

For teachers providing Academic Intervention Services where there is no state provided growth score, their SLO's shall be based upon the combined grade level scores in ELA and math assessments of the students in the grades and building(s) which each individual teacher serves. Teachers who serve multiple grades shall have grade levels scores combined. SLO's shall be developed for each teacher using the pre and post assessment results to measure student academic growth. These will be developed by District administrators in consultation with each AIS teacher and will be rigorous yet attainable. Students' baseline or pre-assessment scores and then the final or post-assessment scores will be scaled on one of four categories as shown in uploaded chart. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored and the corresponding HEDI ratings.

For teachers of all other courses and subjects, the District will use a Corning City School District developed baseline assessment and final assessment that are specific for these courses and subjects SLO's shall be developed for each course using the pre and post assessment results to measure student academic growth. These will be developed by District administrators in consultation with teachers of the respective course and will be rigorous yet attainable. Students' baseline or pre-assessment scores and then the final or post-assessment scores will be scaled on one of four categories as shown in uploaded chart. The percentage of students who meet expected

growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored and the corresponding HEDI ratings.

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

86%+ of students meet target

86-90% = 18 pts
 91-94% = 19 pts
 95-100% = 20 pts

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

55-85% of students meet target

55-60% = 9 pts
 61-65% = 10 pts
 66-69% = 11 pts
 70-72% = 12 pts
 73-75% = 13 pts
 76-78% = 14 pts
 79-81% = 15 pts
 82-83% = 16 pts
 84-85% = 17 pts

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

30-54% of students meet target

30-35% = 3 pts
 36-40% = 4 pts
 41-45% = 5 pts
 46-50% = 6 pts
 51-52% = 7 pts
 53-54% = 8 pts

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

0- 29% of students meet target

0-10% = 0 points
 11-20% = 1 pt
 21-29% = 2 pts

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/131637-TXEttx9bQW/CORNING APPR - Scoring of SLO's.docx

2.12) Locally Developed Controls

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

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

None

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Monday, May 21, 2012

Updated Thursday, December 20, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally

- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause

- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Local targets goals will be developed for each grade. Grades and subjects using the NWEA Measures of Academic Progress assessment shall be based on a targeted gain system using the following scale to define adequate growth between baseline and final assessment. Students whose baseline score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth. The percentage of students who meet the growth expectation under either system will then be calculated. Teachers will be assigned a HEDI rating and a point value based on this percentage. The growth target for each grade is based on a negotiated percentage of the normed amount of points determined by NWEA that translates into a year's growth measure for a student in each respective grade level.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86%+ of students meet target 86-94% = 14 pts 95-100% = 15 pts
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-85% of students meet target 55-60% = 8 pts 61-65% = 9 pts 66-69% = 10 pts 70-74% = 11 pts 75-80% = 12 pts 81-85% = 13 pts
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-50% = 6 pts 51-54% = 7 pts
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0- 29% of students meet target 0-10% = 0 points 11-20% = 1 pt 21-29% = 2 pts

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
5	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
6	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
7	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)
8	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Local targets goals will be developed for each grade. Grades and subjects using the NWEA Measures of Academic Progress assessment shall be based on a targeted gain system using the following scale to define adequate growth between baseline and final assessment. Students whose baseline score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth. The percentage of students who meet the growth expectation under either system will then be calculated. Teachers will be assigned a HEDI rating and a point value based on this percentage. The growth target for each grade is based on a negotiated percentage of the normed amount of points determined by NWEA that translates into a year's growth measure for a student in each respective grade level.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86%+ of students meet target 86-94% = 14 pts 95-100% = 15 pts
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-85% of students meet target 55-60% = 8 pts 61-65% = 9 pts 66-69% = 10 pts 70-74% = 11 pts 75-80% = 12 pts 81-85% = 13 pts
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-50% = 6 pts

51-54% = 7 pts

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

0- 29% of students meet target

0-10% = 0 points

11-20% = 1 pt

21-29% = 2 pts

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/131638-rhJdBgDruP/CORNING APPR - Scoring of Local Targets of Achievement_1.docx

LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER TEACHERS (20 points)

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment

5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms

7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
1	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
2	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (ELA)

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

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

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

Local targets goals will be developed for each grade. Grades and subjects using the NWEA Measures of Academic Progress assessment shall be based on a targeted gain system. For grades K-2, there is a different set of data than used in the state section as teachers' scores will be based on grade level scores for the building that a teachers is assigned to. That is, in this local section a Kindergarten teacher in a building will be have a score derived from results of all kindergarten students in the building in which the teacher is assigned, whereas the the state score is derived from only the students for which the

teacher is directly assigned. The same would be the case for teachers in grades 1 and 2 as well. The purpose is to foster collaboration among teachers and a sense of commitment to all students in a grade level in a building. For grade 3, teachers' scores will use those of the students in their class for whom that teacher is a teacher of record. Grades and subjects using the NWEA assessment shall be based on a targeted gain system using the following scale to define adequate growth between baseline and final assessment. Students whose baseline score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth. The percentage of students who meet the growth expectation under either system will then be calculated. Teachers will be assigned a HEDI rating and a point value based on this percentage. The growth target for each grade is based on a negotiated percentage of the normed amount of points determined by NWEA that translates into a year's growth measure for a student in each respective grade level.

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

86%+ of students meet target
 86-90% = 18 pts
 91-94% = 19 pts
 95-100% = 20 pts

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

55-85% of students meet target
 55-60% = 9 pts
 61-65% = 10 pts
 66-69% = 11 pts
 70-72% = 12 pts
 73-75% = 13 pts
 76-78% = 14 pts
 79-81% = 15 pts
 82-83% = 16 pts
 84-85% = 17 pts

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

30-54% of students meet target
 30-35% = 3 pts
 36-40% = 4 pts
 41-45% = 5 pts
 46-50% = 6 pts
 51-52% = 7 pts
 53-54% = 8 pts

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

0- 29% of students meet target
 0-10% = 0 points
 11-20% = 1 pt
 21-29% = 2 pts

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
1	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
2	6(ii) School-wide measure computed locally	Measures of Academic Progress (Primary Grades)
3	4) State-approved 3rd party assessments	Measures of Academic Progress (Math)

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

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

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

Local targets goals will be developed for each grade. Grades and subjects using the NWEA Measures of Academic Progress assessment shall be based on a targeted gain system. For grades K-2, there is a different set of data than used in the state section as teachers scores will be based on grade level scores for the building that a teachers is assigned to. That is, in this local section a Kindergarten teacher in a building will be have a score derived from results of all kindergarten students in the building in which the teacher is assigned, whereas the the state score is derived from only the students for which the teacher is directly assigned. The same would be the case for teachers in grades 1 and 2 as well. The purpose is to foster collaboration among teachers and a sense of commitment to all students in a grade level in a building. For grade 3, teachers scores will use those of the students in their class for whom that teacher is a teacher of record. Grades and subjects using the NWEA assessment shall be based on a targeted gain system using the following scale to define adequate growth between baseline and final assessment. Students whose baseline score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth. The percentage of students who meet the growth expectation under either system will then be calculated. Teachers will be assigned a HEDI rating and a point value based on this percentage. The growth target for each grade is based on a negotiated percentage of the normed amount of points determined by NWEA that translates into a year's growth measure for a student in each respective grade level.

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

86%+ of students meet target

86-90% = 18 pts
91-94% = 19 pts
95-100% = 20 pts

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-85% of students meet target 55-60% = 9 pts 61-65% = 10 pts 66-69% = 11 pts 70-72% = 12 pts 73-75% = 13 pts 76-78% = 14 pts 79-81% = 15 pts 82-83% = 16 pts 84-85% = 17 pts
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-50% = 6 pts 51-52% = 7 pts 53-54% = 8 pts
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0- 29% of students meet target 0-10% = 0 points 11-20% = 1 pt 21-29% = 2 pts

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Local target goals will be developed for each grade. Grades and subjects using the NWEA assessment shall be based on a targeted gain system using the following scale to define adequate growth between baseline and final assessment. Students whose baseline score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored. The percentage of students who meet the growth expectation
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will then be calculated. Teachers will be assigned a HEDI rating and a point value based on this percentage. The growth target for each grade is based on a negotiated percentage of the normed amount of points determined by NWEA that translates into a year's growth measure for a student in each respective grade level.

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

86%+ of students meet target

86-90% = 18 pts
91-94% = 19 pts
95-100% = 20 pts

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

55-85% of students meet target

55-60% = 9 pts
61-65% = 10 pts
66-69% = 11 pts
70-72% = 12 pts
73-75% = 13 pts
76-78% = 14 pts
79-81% = 15 pts
82-83% = 16 pts
84-85% = 17 pts

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

30-54% of students meet target

30-35% = 3 pts
36-40% = 4 pts
41-45% = 5 pts
46-50% = 6 pts
51-52% = 7 pts
53-54% = 8 pts

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

0- 29% of students meet target

0-10% = 0 points
11-20% = 1 pt
21-29% = 2 pts

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
7	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)

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

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

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

Local targets goals will be developed for each grade. Grades and subjects using the NWEA assessment shall be based on a targeted gain system using the following scale to define adequate growth between baseline and final assessment. Students whose baseline score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored. The percentage of students who meet the growth expectation will then be calculated. Teachers will be assigned a HEDI rating and a point value based on this percentage. The growth target for each grade is based on a negotiated percentage of the normed amount of points determined by NWEA that translates into a year's growth measure for a student in each respective grade level.

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

86%+ of students meet target
86-90% = 18 pts
91-94% = 19 pts
95-100% = 20 pts

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

55-85% of students meet target
55-60% = 9 pts
61-65% = 10 pts
66-69% = 11 pts
70-72% = 12 pts
73-75% = 13 pts
76-78% = 14 pts
79-81% = 15 pts
82-83% = 16 pts
84-85% = 17 pts

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

30-54% of students meet target
30-35% = 3 pts
36-40% = 4 pts
41-45% = 5 pts
46-50% = 6 pts
51-52% = 7 pts
53-54% = 8 pts

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

0- 29% of students meet target
0-10% = 0 points
11-20% = 1 pt
21-29% = 2 pts

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Global 2	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
American History	5) District, regional, or BOCES–developed assessments	Corning City School District developed American History assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Local targets goals will be developed for each grade and subject. Grades and subjects using the NWEA assessment shall be based on a targeted gain system using the following scale to define adequate growth between baseline and final assessment. Students whose baseline score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth. The growth target for each grade is based on a negotiated percentage of the normed amount of points determined by NWEA that translates into a year's growth measure for a student in each respective grade level. For District assessments, students' baseline or pre-assessment scores and then the final or post-assessment scores will be scaled on one of four categories as shown in the following chart. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored. The percentage of students who meet the growth expectation under either system will then be calculated. Teachers will be assigned a HEDI rating and a point value based on this percentage. These will be developed by District administrators in consultation with teachers of the respective grade and subject.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86%+ of students meet target 86-90% = 18 pts 91-94% = 19 pts 95-100% = 20 pts
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-85% of students meet target 55-60% = 9 pts 61-65% = 10 pts 66-69% = 11 pts 70-72% = 12 pts 73-75% = 13 pts 76-78% = 14 pts

79-81% = 15 pts
 82-83% = 16 pts
 84-85% = 17 pts

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

30-54% of students meet target
 30-35% = 3 pts
 36-40% = 4 pts
 41-45% = 5 pts
 46-50% = 6 pts
 51-52% = 7 pts
 53-54% = 8 pts

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

0- 29% of students meet target
 0-10% = 0 points
 11-20% = 1 pt
 21-29% = 2 pts

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Earth Science	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Chemistry	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Physics	5) District, regional, or BOCES–developed assessments	Corning City School District developed Physics assessment

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

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

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

Local targets will be developed for each subject area. Grades and subjects using the NWEA assessment shall be based on a targeted gain system using the following scale to define adequate growth between baseline and final assessment. Students whose baseline score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth. The growth target for each grade is based on a negotiated percentage of the normed amount of points determined by NWEA that translates into a year's

growth measure for a student in each respective grade level. For District developed assessments, students' baseline or pre-assessment scores and then the final or post-assessment scores will be scaled on one of four categories as shown in the following chart. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored. The percentage of students who meet the growth expectation under either system will then be calculated. Teachers will be assigned a HEDI rating and a point value based on this percentage. These will be developed by District administrators in consultation with teachers of the respective grade and subject.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86%+ of students meet target 86-90% = 18 pts 91-94% = 19 pts 95-100% = 20 pts
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-85% of students meet target 55-60% = 9 pts 61-65% = 10 pts 66-69% = 11 pts 70-72% = 12 pts 73-75% = 13 pts 76-78% = 14 pts 79-81% = 15 pts 82-83% = 16 pts 84-85% = 17 pts
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-50% = 6 pts 51-52% = 7 pts 53-54% = 8 pts
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-10% = 0 points 11-20% = 1 pt 21-29% = 2 pts

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)
Geometry	6(ii) School wide measure computed locally	Measures of Academic Progress (Math)
Algebra 2	5) District, regional, or BOCES–developed assessments	Corning City School District developed Algebra 2 assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Local targets will be developed for each subject and grade as indicated. Since there are multiple teachers of Algebra 1 and Geometry, these grades and subjects will use the NWEA Measures of Academic Progress assessment in Math and shall be based on a targeted gain system using the following scale to define adequate growth between baseline and final assessment. Students whose baseline score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth. The growth target for each grade is based on a negotiated percentage of the normed amount of points determined by NWEA that translates into a year's growth measure for a student in each respective grade level. For District developed assessments, students' baseline or pre-assessment scores and then the final or post-assessment scores will be scaled on one of four categories as shown in the following chart. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored. The percentage of students who meet the growth expectation under either system will then be calculated. Teachers will be assigned a HEDI rating and a point value based on this percentage. These will be developed by District administrators in consultation with teachers of the respective grade and subject.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>86%+ of students meet target 86-90% = 18 pts 91-94% = 19 pts 95-100% = 20 pts</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>55-85% of students meet target 55-60% = 9 pts 61-65% = 10 pts 66-69% = 11 pts 70-72% = 12 pts 73-75% = 13 pts 76-78% = 14 pts 79-81% = 15 pts 82-83% = 16 pts 84-85% = 17 pts</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>30-54% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-50% = 6 pts 51-52% = 7 pts</p>

53-54% = 8 pts

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

0-10% = 0 points
11-20% = 1 pt
21-29% = 2 pts

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Corning City School District developed Grade 9 ELA assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Corning City School District developed Grade 10 ELA assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Corning City School District developed Grade 11 ELA assessment

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

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

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

Local targets will be developed for each grade and subject area as indicated. For District developed assessments, students' baseline or pre-assessment scores and then the final or post-assessment scores will be scaled on one of four categories as shown in the following chart. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored. The percentage of students who meet the growth expectation under either system will then be calculated. Teachers will be assigned a HEDI rating and a point value based on this percentage. These will be developed by District administrators in consultation with teachers of the respective grade and subject.

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

86%+ of students meet target

86-90% = 18 pts
91-94% = 19 pts
95-100% = 20 pts

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

55-85% of students meet target
55-60% = 9 pts
61-65% = 10 pts

66-69% = 11 pts
 70-72% = 12 pts
 73-75% = 13 pts
 76-78% = 14 pts
 79-81% = 15 pts
 82-83% = 16 pts
 84-85% = 17 pts

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

30-54% of students meet target

30-35% = 3 pts
 36-40% = 4 pts
 41-45% = 5 pts
 46-50% = 6 pts
 51-52% = 7 pts
 53-54% = 8 pts

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

0-10% = 0 points
 11-20% = 1 pt
 21-29% = 2 pts

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art K-12	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Physical Education K-12	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Music K-12	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Technology	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Health	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Family and Consumer Science	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Librarians/Media Specialists K-8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Business	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
Foreign Language 6-12	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
AIS K-8	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA and Math)
ESOL	6(ii) School wide measure computed locally	Measures of Academic Progress (ELA)
All other courses	5) District/regional/BOCES-developed	Corning City School District developed grade and subject specific assessment

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

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

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

Local targets will be developed for each specific grade and subject. Teachers in Physical Education in grades K-12, Music K-12, Art K-12, Library Media Specialists in Grades K-8 , Health, Technology, Business, Foreign Language in grades 6-12, and Family and Consumer Science shall have local targets developed for each subject and grade. These subjects and grades will use a building wide score using the NWEA Measures of Academic Progress ELA assessment. This score shall be based on a targeted gain system using the following scale to define adequate growth between baseline and final assessment. Students whose baseline score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth. The growth target for each grade is based on a negotiated percentage of the normed amount of points determined by NWEA that translates into a year's growth measure for a student in each respective grade level. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored. The percentage of students who meet the growth expectation will then be calculated. Teachers will be assigned a HEDI rating and a point value based on this percentage. These targets will be developed by District administrators in consultation with teachers of the respective grade and subject.

For teachers providing Academic Intervention Services, their local targets shall be based upon the building wide score of the NWEA Measure of Academic Progress in ELA and Math of the students in the building which each individual teacher serves. Local targets will be developed for each teacher using the NWEA Measures of Academic Progress assessment and shall be based on a targeted gain system using the following scale to define adequate growth between baseline and final assessment. Students whose baseline score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth. The growth target for each grade is based on a negotiated percentage of the normed amount of points determined by NWEA that translates into a year's growth measure for a student in each respective grade level. The percentage of

students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored. The percentage of students who meet the growth expectation under this system will then be calculated. Teachers will be assigned a HEDI rating and a point value based on this percentage. These targets will be developed by District administrators in consultation with the individual teachers.

For teachers of ESOL, their local targets shall be based upon the combined scores of the NWEA Measure of Academic Progress in ELA for all students served in the District's ESOL program. Local targets will be developed for each teacher using the NWEA Measures of Academic Progress assessment and shall be based on a targeted gain system using the following scale to define adequate growth between baseline and final assessment. Students whose baseline score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth. The growth target for each grade is based on a negotiated percentage of the normed amount of points determined by NWEA that translates into a year's growth measure for a student in each respective grade level. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored. The percentage of students who meet the growth expectation under this system will then be calculated. Teachers will be assigned a HEDI rating and a point value based on this percentage. These targets will be developed by District administrators in consultation with the individual teachers.

For teachers of all other subjects and courses, local targets will be developed for each grade and subject area as indicated. For District developed assessments, students' baseline or pre-assessment scores and then the final or post-assessment scores will be scaled on one of four categories as shown in the following chart. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored. The percentage of students who meet the growth expectation under either system will then be calculated. Teachers will be assigned a HEDI rating and a point value based on this percentage. These will be developed by District administrators in consultation with teachers of the respective grade and subject.

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

86%+ of students meet target

86-90% = 18 pts
 91-94% = 19 pts
 95-100% = 20 pts

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

55-85% of students meet target

55-60% = 9 pts
 61-65% = 10 pts
 66-69% = 11 pts
 70-72% = 12 pts

73-75% = 13 pts
76-78% = 14 pts
79-81% = 15 pts
82-83% = 16 pts
84-85% = 17 pts

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

30-54% of students meet target

30-35% = 3 pts
36-40% = 4 pts
41-45% = 5 pts
46-50% = 6 pts
51-52% = 7 pts
53-54% = 8 pts

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

0-10% = 0 points
11-20% = 1 pt
21-29% = 2 pts

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/131638-y92vNseFa4/CORNING APPR - Scoring of Local Targets of Student Growth.docx

3.14) Locally Developed Controls

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

None

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers with multiple locally selected measures shall have their students' scores and results combined into a single measure using the percentage of students who attained their growth targets as described in the attachment. This single percentage score shall then be assigned a HEDI rating and a point value according to the HEDI rating scale provided.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, May 21, 2012

Updated Wednesday, September 26, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	35
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	25

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

In compliance with law and regulation, each teacher shall have a minimum of two observations per year: One announced observation and one unannounced observation which shall together account for 35 points of the 60 points of this section.

The observation process is described in detail in the District plan which is attached to this application.

Domains 2 and 3 shall be used to conduct classroom observations and shall contribute up to 35 points of the 60 possible points. Domains 1 and 4 shall be used to do the review of teacher planning and professional responsibilities as demonstrated by artifacts and shall contribute up to 25 points of the 60 total points.

Domain 1 - Planning and Preparation = 15 points maximum

Domain 2 – Classroom Environment = 10 points maximum
 Domain 3 – Instruction = 25 points maximum
 Domain 4 – Professional Responsibilities = 10 points maximum

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

assets/survey-uploads/5091/131639-eka9yMJ855/CORNING APPR - Other Measures of Teacher Effectiveness.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teacher scores 59 or 60 of 60 possible points in this area. Points are assigned in accordance with the scoring system on the attached worksheet. Teachers in this category consistently exceed District expectations.
Effective: Overall performance and results meet NYS Teaching Standards.	Teacher scores 57 or 58 of 60 possible points in this area. Points are assigned in accordance with the scoring system on the attached worksheet. Teachers in this category consistently meet District expectations.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teacher scores 50 to 56 of 60 possible points in this area. Points are assigned in accordance with the scoring system on the attached worksheet. Teachers in this category are approaching District expectations.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teacher scores 0-49 of 60 possible points in this area. Points are assigned in accordance with the scoring system on the attached worksheet. Teachers in this category are well below the District expectations.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	2
4.7) Observations of Tenured Teachers Informal/Short	0
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

- Not Applicable
-

5. Composite Scoring (Teachers)

Created Monday, May 21, 2012

Updated Wednesday, September 26, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, May 21, 2012

Updated Friday, November 16, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/131642-Df0w3Xx5v6/CORNING APPR - Teacher Improvement Plan.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

VII. TEACHER APPEAL PROCESS

Purpose of Appeal

The purpose of the process is to foster and nurture the growth of the professional staff in order to maintain a highly qualified and

effective work force.

All tenured and probationary members (as defined by Education law and/or Civil Service Law) may use this appeal process.

This appeal process shall be available to all members to appeal a procedural error(s) in the evaluation process, appeal a substantive portion(s) of the evaluation or failure of an administrator to create, adhere to and follow-up on a Teacher Improvement Plan (TIP) in accordance with the APPR and/or State Law or Regulation.

The burden of proof shall be on the appellant to establish by the preponderance of the evidence that the rating given by the lead evaluator was not justified.

APPR Subject to Appeal Procedure

All members who receive an APPR composite rating of “Ineffective” or “Developing” in an Annual Professional Performance Review may appeal.

An APPR which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in any Education Law §3020-a proceeding, or any locally negotiated discipline procedure, until the appeal process is concluded.

Grounds for an Appeal

An appeal may be filed challenging the APPR based upon one or more of the following grounds.

- a. The substance of the Annual Professional Performance Review;*
- b. The district’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;*
- c. The district’s failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;*
- d. The district’s failure to issue and/or implement the terms of the Teacher Improvement plan, where applicable, as required under Education Law §3012-c.*

Multiple Appeals

A member may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed null and void.

Appeals Process

1. Appeals Panel to Adjudicate the Appeal:

The governing body shall be defined as the “Appeals Panel” (hereinafter “Panel”). The Panel make up shall be:

- one (1) tenured administrator (not the lead evaluator) appointed by the Superintendent or designee*
- two (2) tenured teachers appointed by the CTA president or designee.*

The Panel shall reach their findings using the consensus model. If consensus is not reached, the Committee shall write up the opposing viewpoints and submit the opposing viewpoints to the evaluation authoring administrator, the employee, the Association President, and the Superintendent.

At this point a secondary Panel made up of two (2) Superintendent appointees and one (1) union appointee shall review the evaluation and position papers and by majority vote determine which of the opposing viewpoints shall be the outcome of the appeal.

2. Timeline

Step 1: The member choosing to appeal the APPR or TIP should/must schedule an informal conference with lead evaluator to review and discuss the reasons for the appeal and to make every effort to resolve any differences.

Step 2: If the outcome of the informal conference is not satisfactory to the member, the member must forward the evaluation appeal in writing and submitted electronically using the Appeals Form (page 46) within five (5) school days of receipt of the APPR (summative evaluation) or TIP to the lead evaluator, the Superintendent of Schools (or designee) and the Association President. A school day is

defined as any day a member is working under the Collective Bargaining Agreement.)

Step 3: The Superintendent and the Association President shall charge the Panel to hold a conference within five (5) school days of receipt of the appeal. This conference shall be an informal meeting wherein the authoring administrator and the member are able to discuss the evaluation procedure and/or substantive content at issue. The Panel shall have the right to ask questions of the conference participants and any other relevant participants, and have the right to collect any and all information necessary to make an informed decision.

Step 4: The Panel shall issue its findings to the Superintendent, Association President, the employee and the authoring administrator with five (5) school days of the conference. If consensus is not reached, the secondary Panel will be given five (5) school days to meet and render their decision to the Superintendent, Association President, the employee and the authoring administrator.

Step 5: Within five (5) school days of the receipt of the recommendation from the Review Panel, the Superintendent shall render a decision in writing to the member and lead evaluator. Copies will also be made available to the Review Panel upon request. The Superintendent's decision shall be final and binding and not subject to the grievance procedure.

The entire appeals process will not exceed thirty days.

Superintendent and Panel Findings

a. The Superintendent or Panel is empowered to overturn a section of the evaluation. Said ability to overturn a section of the evaluation does not negate the fact that the evaluation was timely completed.

b. The Superintendent or Panel is empowered to overturn the entire evaluation if the evaluation was procedurally flawed.

c. The Superintendent or Panel is empowered to overturn a section or the entire evaluation and require a course of action so as to enhance the professional growth of the employee.

d. The Superintendent or Panel is empowered to affirm the evaluation and require a course of action so as to enhance the professional growth of the employee.

e. The Superintendent or Panel is empowered to affirm the evaluation.

Records

The entire appeals record will be part of the member's APPR.

After entering or noting a document into the record at the beginning of the Appeals Process, the district shall maintain copies of all the documents and information for further stages of the process.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

Evaluator and Staff Training

All individuals involved in the evaluation of teachers for the purpose of determining an APPR rating shall be duly trained and/or certified by the District as required by Education Law §3012-c and the implementing of the Regulations of the Commissioner of Education prior to conducting a teacher evaluation. The Board of Education shall annually certify and re-certify evaluators and lead evaluators upon recommendation of the Superintendent.

Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting classroom observations as part of an annual professional performance review under Chapter 103 prior to completion of the training required by said Chapter or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual professional performance review.

All professional staff subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that

will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the district's teacher practice rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted within 30 calendar days of the beginning of each subsequent school year for newly hired staff.

For the 2012-13 school year, the District will provide training to Evaluators and Lead Evaluators through the GST BOCES RTTT Evaluator Training program with multiple training dates to be held throughout the 2012-13 school year.

The District will also use training resources provided by the Teachscape company which shall include web-based training with Teachscape's trainers as well as through self-directed modules and videos. Additional training using the Teachscape resources shall be done in person through the District's monthly staff development for evaluators.

The District has also purchased the Teachscape training system - The Framework for Teaching Proficiency Series - which includes online resources and videos of the Danielson domains and components that have been master-scored by the company and which allow for training of evaluators to create inter-rater reliability. This is a course of over 20 hours with rigorous evaluations that evaluators will complete during the 2012-13 school year. Again, the stated goal of this system is to develop inter-rater reliability over time.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Friday, May 18, 2012

Updated Tuesday, December 04, 2012

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

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

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

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

K-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-5	State assessment	State assessments in ELA and Math, Grades 3, 4 and 5

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The Corning City School District will use both the NYS Math and ELA assessments for grades 4 and 5 and the NYS Math and ELA assessments in Grade 3 to measure student growth for state growth for principals.
	The state will provide the HEDI results for the grades 4 and 5 ELA and Math SLO's which will then be weighted proportionally with the 3rd grade ELA and Math SLO results. (See HEDI below for grade 3).
	Our process for establishing growth targets for grade 3 ELA and Math requires principals and their supervisors to examine a variety of baseline data together to set rigorous yet achievable targets.
	Date to be reviewed includes pre-assessment results as well as historical academic data.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	86%+ of students meet target 86-90% = 18 pts 91-94% = 19 pts 95-100% = 20 pts
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	55-85% of students meet target 55-60% = 9 pts 61-65% = 10 pts 66-69% = 11 pts

70-72% = 12 pts
 73-75% = 13 pts
 76-78% = 14 pts
 79-81% = 15 pts
 82-83% = 16 pts
 84-85% = 17 pts

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

30-54% of students meet target

30-35% = 3 pts
 36-40% = 4 pts
 41-45% = 5 pts
 46-50% = 6 pts
 51-52% = 7 pts
 53-54% = 8 pts

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

0- 29% of students meet target

0-10% = 0 points
 11-20% = 1 pt
 21-29% = 2 pts

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

assets/survey-uploads/5365/131007-lha0DogRNw/CORNING APPR - Principals - SLO's scoring.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Friday, May 18, 2012

Updated Monday, December 03, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress - ELA and Math
6-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress - ELA and Math
9-12	(d) measures used by district for teacher evaluation	Measures of Academic Progress - ELA and Math

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>All principals covered by Education Law 3012-c will have locally selected target goals of student achievement. Principals will receive a score based on the percentage of assigned students who demonstrate growth during the year. This will be determined using a baseline or pre-assessment and then a final or post-assessment.</p> <p>The HEDI scoring mechanism will be used to identify the relationship between achievement on the assessment and the translation to the subcomponent composite scoring ranges.</p> <p>For 2012-13, the NWEA Measures of Academic Progress in ELA and Math will be used to develop a building-wide score for all principals in all buildings in the District. When NYS adopts a value added growth model, the target achievement measure will be adjusted to 15% of the principal's composite score.</p>
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Building principals using the NWEA MAP assessments shall be based on a targeted gain system using the following scale to define adequate growth between baseline and final assessment. Students whose baseline score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth. The growth target for each grade is based on a negotiated percentage of the normed amount of points determined by NWEA that translates into a year's growth measure for a student in each respective grade level. The percentage of students who meet growth expectation will then be calculated. This percentage will then be assigned to the HEDI scale.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86%+ of students meet target 86-94% = 14 pts 95-100% = 15 pts
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55-85% of students meet target 55-60% = 8 pts 61-65% = 9 pts 66-69% = 10 pts 70-74% = 11 pts 75-80% = 12 pts 81-85% = 13 pts
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-54% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-50% = 6 pts 51-54% = 7 pts
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0- 29% of students meet target 0-10% = 0 points 11-20% = 1 pt 21-29% = 2 pts

If you need additional space, upload a copy of "Form 8.1: Locally Selected Measures for Principals with an Approved Value-Added Measure" as an attachment for review. Click here for a downloadable copy of Form 8.1. (MS Word)

(No response)

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

assets/survey-uploads/5366/131015-qBFVOWF7fC/CORNING APPR - Principals - Local measures of student achievement scoring.docx

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

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

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

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

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

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

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

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

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

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

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

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

(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Measures of Academic Progress - ELA and Math

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>All principals covered by Education Law 3012-c will have locally selected target goals of student achievement. Principals will receive a score based on the percentage of assigned students who demonstrate growth during the year. This will be determined using a baseline or pre-assessment and then a final or post-assessment.</p> <p>The HEDI scoring mechanism will be used to identify the relationship between achievement on the assessment and the translation to the subcomponent composite scoring ranges.</p> <p>For 2012-13, the NWEA assessments in Reading and Math will be used to develop a building-wide score for all principals in all buildings in the District.</p> <p>When NYS adopts a value added growth model, the target achievement measure will be adjusted to 15% of the principal's composite score.</p> <p>Building principals using the NWEA assessment shall be based on a targeted gain system using the following scale to define adequate growth between baseline and final assessment. Students whose baseline score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth. The growth target for each grade is based on a negotiated percentage of the normed amount of points determined by NWEA that translates into a year's growth measure for a student in each respective grade level. The percentage of students who meet growth expectation will then be calculated. This percentage will then be assigned to the HEDI scale.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>86%+ of students meet growth target</p> <p>86-90% = 18 pts 91-94% = 19 pts 95-100% = 20 pts</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>55-85% of students meet growth target</p> <p>55-60% = 9 pts 61-65% = 10 pts 66-69% = 11 pts 70-72% = 12 pts 73-75% = 13 pts 76-78% = 14 pts 79-81% = 15 pts 82-83% = 16 pts 84-85% = 17 pts</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement</p>	<p>30-54% of students meet growth target</p>

for grade/subject.	30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-50% = 6 pts 51-52% = 7 pts 53-54% = 8 pts
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0- 29% of students meet growth target 0-10% = 0 points 11-20% = 1 pt 21-29% = 2 pts

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

(No response)

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

assets/survey-uploads/5366/131015-T8MIGWUVm1/CORNING APPR - Principals - Local measures of student achievement scoring.docx

8.3) Locally Developed Controls

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

None

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check

8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Friday, May 18, 2012

Updated Wednesday, December 19, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The remaining sixty percent (60%) of the composite effectiveness score will be based on other measures of principal effectiveness consistent with standards prescribed by the Commissioner in regulation.

The Multidimensional Principal Performance Rubric (MPPR) will be used to evaluate principals based on its alignment to the ISLLC standards and inclusion on the NYSED-approved list of rubrics.

In compliance with law and regulation, each principal shall have a minimum of two building observations per year: One announced observation and one unannounced observation which shall together account for the 60 points of this section.

- *Professional Development Conference*

Principals and their evaluator(s) will meet annually – typically during the month of August. Principals and their evaluator(s) are expected to plan professional development and instructional leadership strategies to support meeting the goals and objectives reviewed during this meeting. The meeting will establish the elements within the MPPR rubric which will be the focus of professional growth for the year.

The elements of focus on the MPPR will consist of at least six elements that are common and required for all principals. Each individual principal annually will also identify four additional elements as a professional focus. This selection of the additional elements shall be part of a collaborative process with the evaluator(s).

However, in the case of a principal who received a summative annual composite score that resulted in a rating of “Developing” or “Ineffective” in the prior school year, or for a principal that is on a Principal Improvement Plan, the lead evaluator will select the four additional elements of focus on the MPPR rubric in consultation with the principal.

Principals and their evaluator(s) will use a Form: Annual Professional Growth – Principals to outline these activities.

Building Visitations

All principals – tenured and non-tenured – must have at least two building visitations conducted per year by a trained evaluator and at least one of these must be conducted by the designated lead evaluator. One visitation must be announced and one must be unannounced to comply with state law and regulation.

- *“Announced visitation” shall be defined as follows:*

- *At least one (1) week notice provided to the principal by the evaluator*
- *Minimum of one hour duration in the building*
- *Principal and evaluator will conduct a pre-visitiation conference.*
- *Principal and evaluator will conduct a post-visitiation conference.*
- *Shall contribute to the 60 points in the multiple measures of principal effectiveness and be weighted at 0.75 of the 60 point total*

- *“Unannounced visitation” shall be defined as follows:*

- *No notification is necessary but evaluator must announce to the principal that he/she is conducting a formal observation in the*

building upon arrival

- *Principal and evaluator will conduct a post-observation conference*
- *Shall contribute to the 60 points in the multiple measures of teacher effectiveness and be weighted at 0.25 of the 60 point total*
- *The focus of the visitation shall be the components in the MPPR selected by the principal and evaluator during the annual professional growth conference*

Additional visitations – either announced or unannounced - may be conducted. However, only the two conducted above shall be used for the purposes of developing the 60 points of the in the multiple measures of principal effectiveness.

Typically, one required visitation shall be conducted by February 1 and the second by June 1 of the school year.

- *Pre-Visitation Conference*

Each announced visitation shall be preceded by a pre-visitiation conference. A pre-visitiation conference will be held by the evaluator and principal within three school days of the announced visitation.

A Pre-Visitation Form – Principals must be submitted prior to each announced visitation. The principal will complete the form and return it to the evaluator a minimum of one school day before the preconference. During the pre-visitiation conference, the principal and the evaluator will review the contents of the pre-visitiation form. The principal and the evaluator may also review the rubrics and levels of performance from the MPPR rubric.

During the pre-visitiation conference, the principal and evaluator will review the MPPR elements that will be the focus of the visitation.

- *Visitation*

The formal announced visitation will occur within three school days after the pre-visitiation conference, unless mutually agreed upon by the evaluator and the principal. Visitations will be conducted for a minimum of one hour in the school. It is suggested that the anticipated length of time for the visitation be established during the pre-visitiation conference for mutual planning purposes.

The focus of both the announced and the unannounced visitation shall be the MPPR elements identified by the principal and evaluator during the annual professional growth conference. During the visitation, the evaluator will collect and record evidence relating to the MPPR rubric.

Visitations shall be done in the school with the principal present in the building. Visitations shall be a minimum of one hour and will typically include:

- *A meeting with the principal to review building improvement plans and/or other similar and/or relevant documents, school data including student achievement data, and other data and artifacts related to the MPPR elements.*
- *A tour – either accompanied or unaccompanied – of the building to observe teaching and learning as well the physical plant*
- *Any other activities that will gather data related to the MPPR elements*

Immediately following the visitation, the principal will receive a Post-Visitation Form - Principal (Form C), to be completed prior to the post-visitiation conference. The form will be used to guide the post-visitiation conversation between the principal and the evaluator.

- *Post-Visitation*

A post-visitiation conference is required for all announced and unannounced observations, and will occur within five school days of the visitation. During the conference, the evaluator will share the evidence collected during the visitation and invite the principal reflect upon the activities conducted during the visitation. The principal is encouraged to present additional artifacts and/or documentation from his/her leadership of the school to clarify and validate the evidence collected. The principal and evaluator will align the evidence collected to the levels of principal leadership performance for each of the MPPR elements evaluated. Areas of strength and areas of future growth will also be addressed and documented in the report.

- *Visitation Report*

A Visitation Report - Principal form will be generated by the evaluator. The report will include specific language from the rubrics, supported by evidence collected during the visitation process. The principal and evaluator will review and sign the report within ten school days of the visitation. The principal may then respond in writing within ten school days, if additional comments are desired. The District will maintain copies of visitation reports.

This ten day period for the signing of the post-visitiation report will be extended per diem if the principal or evaluator is absent from duty during this period.

The components of the building visitations shall be scored and weighted accordingly as outlined above. A score shall be derived from the visitations and shall be determined using a scoring worksheet to arrive at a score of 0-60 points. That score then is assigned to a HEDI rating.

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

assets/survey-uploads/5143/131017-pMADJ4gk6R/CORNING APPR - REVISED- Principal - Scoring of Other Measures using MPPR.docx

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

Highly Effective: Overall performance and results exceed standards.	Principals in this category consistently exceed the District's expectations and over multiple visits to the school building are observed to be Highly Effective in the domains of the MPPR.
Effective: Overall performance and results meet standards.	Principals in this category consistently meet the District's expectations and over multiple visits to the school building are observed to be Effective in the domains of the MPPR.
Developing: Overall performance and results need improvement in order to meet standards.	Principals in this category demonstrate difficulty in meeting the District's expectations and over multiple visits to the school building are observed to be Developing in the domains of the MPPR.
Ineffective: Overall performance and results do not meet standards.	Principals in this category consistently are not meeting the District's expectations and over multiple visits to the school building are observed to be Ineffective in the domains of the MPPR.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	56-60
Effective	45-55
Developing	35-44
Ineffective	0-34

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, August 07, 2012

Updated Friday, November 16, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	56-60
Effective	45-55
Developing	35-44
Ineffective	0-34

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, May 18, 2012

Updated Friday, November 16, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/131029-Df0w3Xx5v6/CORNING APPR - PRINCIPAL IMPROVEMENT PLAN.docx>

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

PRINCIPAL APPEAL PROCESS

Purpose of Appeal

The purpose of the process is to foster and nurture the growth of the professional leadership in order to maintain a highly qualified and effective work force.

All tenured and probationary principals (as defined by Education law and/or Civil Service Law) may use this appeal process.

Principal Appeals Process and Procedure

To the extent that a principal wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedure, the specifics of which are to be locally negotiated pursuant to article XIV of the Civil Service Law.

This appeal procedure is intended to address a Principal's due process rights while ensuring that appeals are resolved in an expeditious manner.

Appeals of Ineffective and Developing Ratings Only

Appeals of annual professional performance reviews should be limited to those that rate a Principal as "Ineffective" or "Developing" only.

The appeal of an "Effective" rating is appropriate only when compensation decisions are linked to rating categories.

What May be Challenged in an Appeal

Appeals may only be made in accordance with the following subjects identified in Education Law §3012-c:

- (1)The substance of the annual professional performance review*
- (2)The district's failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;*
- (3)The district's failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;*
- (4)The district's failure to issue and/or implement the terms of the Principal Improvement Plan, where applicable, as required under Education Law §3012-c.*

Prohibition Against More than One Appeal

A principal may not file multiple appeals regarding the same performance review or Principal Improvement Plan.

All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Burden of Proof

In an appeal, the Principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which Principal seeks relief.

Informal Appeal

The Principal and evaluator(s) are encouraged to meet informally prior to the filing of a formal appeal in order to resolve any disagreement over the rating and/or procedures that led to a disputed rating, or the improvement plan. This meeting typically shall take place within five business days from the receipt of the rating or issuance of the improvement plan.

Timeframe for Filing a Formal Appeal

All appeals must be submitted in writing and submitted electronically no later than 10 calendar days of the date when the Principal receives his or her annual professional performance review.

If a Principal is challenging the issuance of a Principal Improvement Plan, appeals must be filed electronically within 10 calendar days of issuance of such plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the Principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.

Timeframe for District Response

Within 10 calendar days of receipt of an appeal, the school district supervisor(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the Principal's Improvement Plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's response and are relevant to the resolution of the appeal.

Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

The Principal initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

Decision Maker on Appeal

A decision shall be rendered by a three person panel which shall consist of the following:

- Two administrators appointed by the Superintendent and who are designated as an evaluator/lead evaluator for principals (Superintendent of Schools, Assistant Superintendent for Administrative Services, Director of Secondary Education, and Director of Elementary Education) except that neither can be the supervisor who was responsible for making the final rating decision or implemented the Principal Improvement Plan that is subject to the appeal*
- One member of the Corning Administrators' Association appointed by the President of the Corning Administrators' Association*

The Panel shall convene and consider the materials submitted by the parties involved in the appeal. The Panel will reach their findings using the consensus model if possible. If consensus cannot be reached, then the panel shall render a decision by majority vote.

One member of the panel shall then issue a written summary reflecting the panel's decision and rationale.

A written decision shall be issued within 10 calendar days of receipt of the District's response.

The decision of the Panel shall be final and binding relative to this appeals process. The decision of the Panel shall not be subject to the grievance and arbitration procedure.

The entire appeals process will not exceed thirty calendar days.

This appeal process shall be available to all members to appeal a procedural error(s) in the evaluation process, appeal a substantive portion(s) of the evaluation or failure of an administrator to create, adhere to and follow-up on a Principal Improvement Plan (PIP) in accordance with the APPR and/or State Law or Regulation.

The burden of proof shall be on the appellant to establish by the preponderance of the evidence that the rating given by the lead evaluator was not justified.

The entire appeals record will be part of the member's Annual Professional Performance Review.

After entering or noting a document into the record at the beginning of the Appeals Process, the district shall maintain copies of all the documents and information for further stages of the process.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Evaluator and Principal Training

All individuals involved in the evaluation of principals for the purpose of determining an APPR rating shall be duly trained and/or certified by the District as required by Education Law §3012-c and the implementing of the Regulations of the Commissioner of Education prior to conducting a principal evaluation. The Board of Education shall annually certify and re-certify lead evaluators upon recommendation by the Superintendent.

Nothing herein shall be construed to prohibit an evaluator who is properly certified by the State as a school administrator from conducting building observations as part of an annual professional performance review under Chapter 103 prior to completion of the training required by said Chapter or the regulations thereunder, as long as such training is successfully completed prior to completion of the annual professional performance review.

All principals subject to the district's APPR will be provided with an orientation and/or training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Principal Standards, the district's principal evaluation rubric, forms and the procedures to be followed consistent with the approved APPR plan and associated contractual provisions. All training for current staff will be conducted prior to the implementation of the APPR process. Training will be conducted within 30 calendar days of the beginning of each subsequent school year for newly hired staff.

For the 2012-13 school year, the District will provide training to Evaluators and Lead Evaluators through the GST BOCES RTTT Evaluator Training program with multiple training dates to be held throughout the 2012-13 school year. The District will also use training resources provided by the Learner Centered Initiatives (LCI) company that developed and holds the proprietary rights to the MPPR rubric. LCI has been contracted to provide both in-person and video conference training sessions in 2012-13 with District lead evaluators and principals being evaluated under 3012-c. The goal is to provide consistency in understanding and application of the MPPR rubric and to develop inter-rater reliability over time.

Lead evaluators will maintain inter-rater reliability over time. Evaluators and lead evaluators will be trained both initially and on an on-going basis through the GST BOCES Evaluator Training Program as provided by the regional RTTT team and through contracting services with LCI.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

growth goals and school improvement goals, etc.

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

11.7) Assurances -- Data Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner.	Checked
--	---------

11.7) Assurances -- Data Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
11.7) Assurances -- Data Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked

12. Joint Certification of APPR Plan

Created Monday, May 21, 2012

Updated Thursday, December 20, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/131643-3Uqgn5g9Iu/Corning APPR - Signed Certification - Resubmission 12-20-12.pdf>

File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

CORNING CITY SCHOOL DISTRICT

SCORING OF SLO'S

The District will develop scores for the Student Learning Objectives in the following manner.

Students' baseline or pre-assessment scores and then the final or post-assessment scores will be scaled on one of four categories as shown in the following chart. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored.

District Expectations of Student Growth from Baseline to Final Assessments				
Starting/Ending Performance	End: 1	End: 2	End: 3	End: 4
Start: 1 Significantly below level	No – did not meet growth expectation	Yes – did meet growth expectation	Yes	Yes
Start: 2 Below level	No	No	Yes	Yes
Start: 3 On Level	No	No	Yes	Yes
Start 4: Above level	No	No	No	Yes

Grades and subjects using the NWEA assessment shall be based on a targeted gain system using the following scale to define adequate growth between baseline and final assessment. Students whose baseline score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth.

Targeted Gain model using NWEA Measures of Academic Progress in Reading and Math:

Grade	Reading – Target increase in RIT value from baseline to end of year assessment to attain growth goal	Math – Target increase in RIT value from baseline to end of year assessment to attain growth goal
K	9	9
1	10	10
2	8	8
3	5	7
4	4	5
5	3	5
6	2	3
7	2	3
8	2	2
9	1	1
10	1	1

The percentage of students who meet the growth expectation under either system will then be calculated. Teachers will be assigned a HEDI rating and a point value based on this percentage.

CORNING CITY SCHOOL DISTRICT

SCORING OF LOCAL TARGETS OF STUDENT ACHIEVEMENT

The District will develop scores for the Local Targets of Student Achievement Objectives in the following manner.

Students’ baseline or pre-assessment scores and then the final or post-assessment scores will be scaled on one of four categories as shown in the following chart. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored.

District Expectations of Student Growth from Baseline to Final Assessments				
Starting/Ending Performance	End: 1	End: 2	End: 3	End: 4
Start: 1 Significantly below level	No – did not meet growth expectation	Yes – did meet growth expectation	Yes	Yes
Start: 2 Below level	No	No	Yes	Yes
Start: 3 On Level	No	No	Yes	Yes
Start 4: Above level	No	No	No	Yes

Grades and subjects using the NWEA assessment shall be based on a targeted gain system using the following scale to define adequate growth between baseline and final assessment. Students whose baseline score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth.

Targeted Gain model using NWEA Measures of Academic Progress in Reading and Math:

Grade	Reading – Target increase in RIT value from baseline to end of year assessment to attain growth goal	Math – Target increase in RIT value from baseline to end of year assessment to attain growth goal
K	9	9
1	10	10
2	8	8
3	5	7
4	4	5
5	3	5
6	2	3
7	2	3
8	2	2
9	1	1
10	1	1

The percentage of students who meet the growth expectation under either system will then be calculated. Teachers will be assigned a HEDI rating and a point value based on this percentage.

HEDI scale

RATING	Highly Effective	Effective	Developing	Ineffective
Points	14-15 points	8-13	3-7	0-2
Percentage of students whose growth progress meets targeted expectations	86%+ of students meet target 86-94% = 14 pts 95-100% = 15 pts	55-85% of students meet target 55-60% = 8 pts 61-65% = 9 pts 66-69% = 10 pts 70-74% = 11 pts 75-80% = 12 pts 81-85% = 13 pts	30-54% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-50% = 6 pts 51-54% = 7 pts	0- 29% of students meet target 0-10% = 0 points 11-20% = 1 pt 21-29% = 2 pts

For teachers without a Value-Added score from NYS, the point values will be based on the following scale:

RATING	Highly Effective	Effective	Developing	Ineffective
Points	18-20	9-17	3-8	0-2
Percentage of students whose growth progress meets targeted expectations	86%+ of students meet target 86-90% = 18 pts 91-94% = 19 pts 95-100% = 20 pts	55-85% of students meet target 55-60% = 9 pts 61-65% = 10 pts 66-69% = 11 pts 70-72% = 12 pts 73-75% = 13 pts 76-78% = 14 pts 79-81% = 15 pts 82-83% = 16 pts 84-85% = 17 pts	30-54% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-50% = 6 pts 51-52% = 7 pts 53-54% = 8 pts	0- 29% of students meet target 0-10% = 0 points 11-20% = 1 pt 21-29% = 2 pts

CORNING CITY SCHOOL DISTRICT

SCORING OF LOCAL TARGETS OF STUDENT ACADEMIC GROWTH

The District will develop scores for the local targets of student academic growth in the following manner.

Corning City School District locally Developed Assessments

Students’ baseline or pre-assessment scores and then the final or post-assessment scores will be scaled on one of four categories as shown in the following chart. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored.

District Expectations of Student Growth from Baseline to Final Assessments				
Starting/Ending Performance	End: 1	End: 2	End: 3	End: 4
Start: 1 Significantly below level	No – did not meet growth expectation	Yes – did meet growth expectation	Yes	Yes
Start: 2 Below level	No	No	Yes	Yes
Start: 3 On Level	No	No	Yes	Yes
Start 4: Above level	No	No	No	Yes

Grades and subjects using the NWEA assessment shall be based on a targeted gain system using the following scale to define adequate growth between baseline and final assessment. Students whose baseline score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth.

Targeted Gain model using NWEA Measures of Academic Progress in Reading and Math:

Grade	Reading – Target increase in RIT value from baseline to end of year assessment to attain growth goal	Math – Target increase in RIT value from baseline to end of year assessment to attain growth goal
K	9	9
1	10	10
2	8	8
3	5	7
4	4	5
5	3	5
6	2	3
7	2	3
8	2	2
9	1	1
10	1	1

The percentage of students who meet the growth expectation under either system will then be calculated. Teachers will be assigned a HEDI rating and a point value based on this percentage.

CORNING CITY SCHOOL DISTRICT

Form G: Worksheet to determine the score for Other Multiple Measures of Teacher Effectiveness

Teacher _____ **Date** _____

Evaluator _____

Other Measures of Teacher Effectiveness					Points
Domain 1 - Planning and Preparation (15 points)	Highly Effective 10 points	Effective 9 Points	Developing 6 points	Ineffective 0 points	
A					
B					
C					
D					
E					
F					
Total Score – Domain 1 – _x_/60 points total	/60 = %	Converted score (of possible 15 points – rounded to nearest whole number) = (% of 15)			a. _____

Other Measures of Teacher Effectiveness					Points
Announced Observation Indicate scores only in the two components selected by the teacher and evaluator This is weighted at 0.75 of the total points in this domain					
Domain 2 – The Classroom Environment (10 points)	Highly Effective 10 points	Effective 9 Points	Developing 6 points	Ineffective 0 points	
A					
B					
C					
D					
E					
F					
Total Score – Domain 2 – _x_/20 points maximum	/60 = %	Converted score (of possible 15 points – rounded to nearest whole number) = (% of 10) Multiply ___ of 10 x 0.75 =			b. _____

Other Measures of Teacher Effectiveness					Points
Announced Observation Indicate scores only in the two components selected by the teacher and evaluator This is weighted at 0.75 of the total points in this domain					
Domain 3 – Instruction (25 points)	Highly Effective 10 points	Effective 9 Points	Developing 6 points	Ineffective 0 points	
A					
B					
C					
D					
E					
Total Score – Domain 2 – _x_/20 points maximum	/20 = %	Converted score (of possible 25 points – rounded to nearest whole number) = (% of 25) Multiply ___ earned points of possible 25 x 0.75 = (rounded to the nearest whole number)			c. _____

Other Measures of Teacher Effectiveness					Points
Unannounced Observation Indicate scores only in the two components selected by the teacher and evaluator This is weighted at 0.25 of the total points in this domain					
Domain 2 – The Classroom Environment (10 points)	Highly Effective 10 points	Effective 9 Points	Developing 6 points	Ineffective 0 points	
A					
B					
C					
D					
E					
F					
Total Score – Domain 2 – _x_/20 points maximum	/60 = %	Converted score (of possible 15 points – rounded to nearest whole number) = (% of 10) Multiply ___ of 10 x 0.25 =			d. _____

Other Measures of Teacher Effectiveness					Points
Unannounced Observation Indicate scores only in the two components selected by the teacher and evaluator This is weighted at 0.25 of the total points in this domain					
Domain 3 – Instruction (25 points)	Highly Effective 10 points	Effective 9 Points	Developing 6 points	Ineffective 0 points	
A					
B					
C					
D					
E					
Total Score – Domain 2 – _x_/20 points maximum	/20 = %	Converted score (of possible 25 points – rounded to nearest whole number) = (% of 25) Multiply ___ earned points of possible 25 x 0.25 = (rounded to the nearest whole number)			e. _____

Total of Announced Observation - Domains 2 and 3 (lines b and c) = _____

Total of Unannounced Observation - Domains 2 and 3 (lines d and e) = _____

Total of Observations - Domains 2 and 3 (lines b, c, d and e) 35 points maximum = _____

Other Measures of Teacher Effectiveness					Points
Domain 4 – Professional Responsibilities (10 points)	Highly Effective 10 points	Effective 9 Points	Developing 6 points	Ineffective 0 points	
A					
B					
C					
D					
E					
F					
Total Score – Domain 1 – _x_/60 points total	/60 = %	Converted score (of possible 10 points – rounded to nearest whole number) = (% of 10)			f. _____

Total of Other Measures of Teacher Effectiveness Domains 1, 2, 3 and 4 (lines a, b, c, d, e and f)

60 points maximum = _____

CORNING CITY SCHOOL DISTRICT

TEACHER IMPROVEMENT PLAN (TIP)

Purpose of Teacher Improvement Plans

The purpose of a Teacher Improvement Plan is to increase the effectiveness of the teacher to an “Effective” or “Highly Effective” level as defined in the Annual Professional Performance Review (APPR) rubric.

Upon a teacher rating of “Developing” or “Ineffective” on the composite score, the District shall develop and commence implementation of a Teacher Improvement Plan for the individual teacher. The process may also commence as a result of announced or unannounced classroom observation(s) or other supervisory action prior to the annual evaluation.

The TIP provides the teacher with the opportunity to demonstrate his/her effectiveness through a defined and structured process.

The TIP also provides the administrator the opportunity to make an evaluative decision regarding the teacher’s performance using the same defined and structured process.

Implementation

A TIP must be implemented when a teacher receives a composite score of “Developing” or “Ineffective” through the Annual Professional Performance Review process (summative evaluation).

A TIP may also be implemented when a teacher receives a composite score of “Developing” or “Ineffective” for a classroom observation, or other supervisory action prior to the annual evaluation when specific performance concerns are identified. This may include failure to comply with or neglect of professional duties.

The focus of their development would be to move into the “effective” category over a reasonable span of time as specified in the teacher’s TIP. While the specifics of a reasonable span of time may differ for teachers depending on their level of experience, in general developing teachers should move to an “Effective” rating within the next school year.

Requirements of a Teacher Improvement Plan:

- A. Upon a teacher rating of “Developing” or “Ineffective” through the APPR, the District shall develop and commence implementation of a written Teacher Improvement Plan (TIP) for the individual teacher.
- B. The TIP shall follow the negotiated format and process (TIP Form on page 42).
- C. TIPs must be implemented as soon as practical and no later than 10 days after the date on which teachers are required to report prior to the opening of classes for the school year.
- D. In accordance with Commissioner’s regulations, each individual TIP must include at least:
 1. Identification of needed areas of improvement
 2. A timeline for achieving improvement
 3. The manner in which improvement will be assessed
 4. Differentiated and specific activities to support the individual’s improvement in those identified areas
- E. The TIP shall describe the professional learning activities the educator is expected to complete and these shall be connected to the areas needing improvement.
- F. “Artifacts” such as lessons, student work, or unit plans shall be described so that the individual can produce benchmarks of improvement and evidence for the final stage of his/her improvement plan.

G. The supervisor shall state in the TIP the additional support and assistance that the educator will receive.

H. In the final stages of the TIP, the teacher shall meet with his/her supervisor to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the teacher.

Teacher Improvement Plan Process

Step 1: The administrator shall schedule a meeting with the teacher to initiate the TIP process. The teacher shall have the opportunity to have an association representative with him/her in the meeting and at all successive meetings.

The administrator will review the foundational observations and/or evaluation to derive the areas of “Ineffective” or “Developing” performance.

The administrator will develop a written TIP in consultation with the teacher to address the identified areas. As stated, in accordance with Commissioner’s regulations, each individual TIP must include at least:

1. Identification of needed areas of improvement
2. A timeline for achieving improvement
3. The manner in which improvement will be assessed
4. Differentiated activities to support the individual’s improvement in those identified areas

The TIP also shall describe the professional learning activities the educator is expected to complete and these shall be connected to the areas needing improvement.

“Artifacts” such as lessons, student work, or unit plans shall be described so that the individual can produce benchmarks of improvement and evidence for the final stage of his/her improvement plan.

The administrator shall state in the TIP the additional support and assistance that the teacher will receive.

The TIP will follow the written format as agreed (page 42).

Step 2: A second meeting may be held with the administrator, teacher and teacher’s representative to finalize the written TIP. All parties shall receive a signed copy.

Step 3: Subsequent meetings shall be held with the administrator, teacher and teacher’s representative to assess the progress towards meeting the goals in the TIP.

Additional classroom observations will typically be included in the TIP as one form of assessment. These observations may not be included as a subcomponent of the teacher’s APPR.

Step 4: A final meeting shall be held by the administrator, the teacher and the teacher’s representative to review the teacher’s achievement of the outcomes of the plan alongside any artifacts and evidence from observations and other defined objective measures including student achievement data in order to provide a final, summative rating for the teacher.

This final meeting shall result in written documentation that states:

- a. The goals have been met and the Teacher Improvement Plan is no longer necessary;
- b. The goals have not been met and:

1. The parties may continue the TIP, or
2. The District may initiate appropriate disciplinary action in cases where a pattern of ineffective teaching is demonstrated, as described in the appropriate sections of Education Law.

Disclaimer for Pattern of Ineffective Teaching

Two consecutive “ineffective” annual evaluations could constitute significant evidence of incompetence. A pattern of ineffective teaching or performance shall be defined to mean two consecutive annual “ineffective” ratings received by a classroom teacher pursuant to annual performance review.

A pattern of ineffective teaching could result in disciplinary action against a teacher in accordance with New York State Education Law and the collective bargaining agreement.



TEACHER IMPROVEMENT PLAN

Teacher: _____ Date: _____

Teacher Status: ____ Probationary _____ Tenured Building: _____

Administrator(s): _____

A. IDENTIFIED AREAS IN NEED OF IMPROVEMENT:

____ Domain 1: Planning and Preparation ____ Domain 3: Instruction

____ Domain 2: The Classroom Environment ____ Domain 4: Professional Responsibilities

Other Areas in Need of Improvement: (Additional comments may be attached)

B. ANTICIPATED TIMELINE FOR ACHIEVING IMPROVEMENT: (additional dates may be added)

Assessment of Progress: Date _____	Assessment of Progress: Date _____
Assessment of Progress: Date _____	Assessment of Progress: Date _____
Assessment of Progress: Date _____	Assessment of Progress: Date _____
Assessment of Progress: Date _____	Assessment of Progress: Date _____
Assessment of Progress: Date _____	Assessment of Progress: Date _____

Anticipated End of Plan: _____

C. THE MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED, INCLUDING MEASURABLE OUTCOMES AND THE DIFFERENTIATED ACTIVITIES TO SUPPORT THE TEACHER’S IMPROVEMENT IN THOSE IDENTIFIED AREAS:

Copy this page for additional strategies as needed. Expand the boxes to provide sufficient space for complete responses.

SMART GOAL #1		This strategy relates to: ____ Domain 1 ____ Domain 2 ____ Domain 3 ____ Domain 4 ____ Other		
Objectives Please write objectives as responses to the italicized guiding questions	<i>What teacher practices will be improved through this strategy?</i>			
	<i>How will student learning be improved/enhanced through this strategy?</i> Objective(s):			
Measure(s): Explain how you will know if the results changed because of the actions in this goal.				
Activities What actions will occur? What steps will the teacher take? (Provide sufficient detail to ensure successful completion of each activity)	Resources What are existing resources that can be used? What new resources can be used?	Timeline When will this activity begin and end? On what dates will certain activities take place?	Who is Responsible? Who is Involved? Who will take primary responsibility? Who else needs to be involved?	Monitoring Implementation What evidence will be gathered on an on-going basis to document successful implementation of this activity/plan?

D. THE MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED, INCLUDING MEASURABLE OUTCOMES AND THE DIFFERENTIATED ACTIVITIES TO SUPPORT THE TEACHER'S IMPROVEMENT IN THOSE IDENTIFIED AREAS:

Copy this page for additional strategies as needed. Expand the boxes to provide sufficient space for complete responses.

SMART GOAL #1		This strategy relates to: ___ Domain 1 ___ Domain 2 ___ Domain 3 ___ Domain 4 ___ Other		
Objectives Please write objectives as responses to the italicized guiding questions	<i>What teacher practices will be improved through this strategy?</i> Objective(s):			
	<i>How will student learning be improved/enhanced through this strategy?</i> Objective(s):			
Measure(s): Explain how you will know if the results changed because of the actions in this goal.				
Activities What actions will occur? What steps will the teacher take? (Provide sufficient detail to ensure successful completion of each activity)	Resources What are existing resources that can be used? What new resources can be used?	Timeline When will this activity begin and end? On what dates will certain activities take place?	Who is Responsible? Who is Involved? Who will take primary responsibility? Who else needs to be involved?	Monitoring Implementation What evidence will be gathered on an on-going basis to document successful implementation of this activity/plan?

E. This plan will be modified as needed.

Additional pages and comments may be attached.

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Teacher's Representative Signature: _____ Date: _____

F. Final Meeting: Date: _____

_____ a. The goals have been met and the Teacher Improvement Plan is no longer necessary;

_____ b. The goals have not been met and:

_____ 1. In the case of a probationary (non-tenured) teacher, the District will initiate the end of the probationary teacher's employment in accordance with New York State Education Law.

2. In the case of a tenured teacher:

_____ a. the Teacher Improvement Plan will be continued, or

_____ b. the District will initiate appropriate disciplinary action in cases where a pattern of ineffective teaching is demonstrated.

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Teacher's Representative Signature: _____ Date: _____

CORNING CITY SCHOOL DISTRICT

PRINCIPALS – SLO’S - STATE SCORES

SCORING OF SLO’S

The District will develop scores for the Student Learning Objectives in the following manner.

Students’ baseline or pre-assessment scores and then the final or post-assessment scores will be scaled on one of four categories as shown in the following chart. The percentage of students who meet expected growth results will then be determined. This percentage of students meeting growth expectation will then determine the number of points scored.

District Expectations of Student Growth from Baseline to Final Assessments				
Starting/Ending Performance	End: 1	End: 2	End: 3	End: 4
Start: 1 Significantly below level	No – did not meet growth expectation	Yes – did meet growth expectation	Yes	Yes
Start: 2 Below level	No	No	Yes	Yes
Start: 3 On Level	No	No	Yes	Yes
Start 4: Above level	No	No	No	Yes

The percentage of students who meet growth expectation will then be calculated. Percentages shall be rounded to the nearest whole number. The point values will be based on the following scale:

RATING	Highly Effective	Effective	Developing	Ineffective
Points	18-20	9-17	3-8	0-2
Percentage of students whose growth progress meets targeted expectations	86%+ of students meet target 86-90% = 18 pts 91-94% = 19 pts 95-100% = 20 pts	55-85% of students meet target 55-60% = 9 pts 61-65% = 10 pts 66-69% = 11 pts 70-72% = 12 pts 73-75% = 13 pts 76-78% = 14 pts 79-81% = 15 pts 82-83% = 16 pts 84-85% = 17 pts	30-54% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-50% = 6 pts 51-52% = 7 pts 53-54% = 8 pts	0- 29% of students meet target 0-10% = 0 points 11-20% = 1 pt 21-29% = 2 pts

Student Learning Objectives (SLO’s) for the State Student Comparable Growth Score (20 points) will be developed at the District level to comply with requirements that all principals of a specific level have measures that are rigorous and comparable across buildings in accordance with standards set by the Commissioner

CORNING CITY SCHOOL DISTRICT

SCORING OF LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT

All principals covered by Education Law 3012-c will have locally selected target goals of student achievement. Principals will receive a score based on the percentage of assigned students who demonstrate growth during the year. This will be determined using a baseline or pre-assessment and then a final or post-assessment.

These locally selected target goals of student achievement will be similar in format to Student Learning Objectives using the NYS SLO template.

The HEDI scoring mechanism will be used to identify the relationship between achievement on the assessment and the translation to the subcomponent composite scoring ranges.

For 2012-13, the NWEA assessments in Reading and Math will be used to develop a building-wide score for all principals in all buildings in the District.

When NYS adopts a value added growth model, the target achievement measure will be adjusted to 15% of the teacher’s composite score.

The students who are included in this calculation shall be determined according to SED guidance. This is understood to be the students of who are enrolled in the Principal’s school and who are included in the school’s attendance roster as a matter of record, who are on the school’s attendance roster as of the date of the collection of Basic Education Data Systems (BEDS) information, and who are on the roster as of the date of the final assessment.

Principals using the NWEA assessment shall be based on a targeted gain system using the following scale to define adequate growth between baseline and final assessment. Students whose baseline score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth.

Targeted Gain model using NWEA Measures of Academic Progress in Reading and Math:

Grade	Reading – Target increase in RIT value from baseline to end of year assessment to attain growth goal	Math – Target increase in RIT value from baseline to end of year assessment to attain growth goal
K	9	9
1	10	10
2	8	8
3	5	7
4	4	5
5	3	5
6	2	3
7	2	3
8	2	2
9	1	1
10	1	1

The percentage of students who meet growth expectation will then be calculated. Percentages shall be rounded to the nearest whole number. The point values will be based on the following scale:

RATING	Highly Effective	Effective	Developing	Ineffective
Points	18-20	9-17	3-8	0-2
Percentage of students whose growth progress meets targeted expectations	86%+ of students meet growth target 86-90% = 18 pts 91-94% = 19 pts 95-100% = 20 pts	55-85% of students meet growth target 55-60% = 9 pts 61-65% = 10 pts 66-69% = 11 pts 70-72% = 12 pts 73-75% = 13 pts 76-78% = 14 pts 79-81% = 15 pts 82-83% = 16 pts 84-85% = 17 pts	30-54% of students meet growth target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-50% = 6 pts 51-52% = 7 pts 53-54% = 8 pts	0- 29% of students meet growth target 0-10% = 0 points 11-20% = 1 pt 21-29% = 2 pts

For principals who have a State value-added score based upon 25 points when NYS adopts a value-added growth model, the target achievement measure will be adjusted to 15% of the principal's composite score. Percentages of students who meet growth expectations will be calculated and shall be rounded to the nearest whole number. These teachers will have their locally selected measure of student achievement scored as follows:

RATING	Highly Effective	Effective	Developing	Ineffective
Points	14-15 points	8-13	3-7	0-2
Percentage of students whose growth progress meets targeted expectations	86%+ of students meet target 86-94% = 14 pts 95-100% = 15 pts	55-85% of students meet target 55-60% = 8 pts 61-65% = 9 pts 66-69% = 10 pts 70-74% = 11 pts 75-80% = 12 pts 81-85% = 13 pts	30-54% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-50% = 6 pts 51-54% = 7 pts	0- 29% of students meet target 0-10% = 0 points 11-20% = 1 pt 21-29% = 2 pts

Student Target Objectives for the Local Measure of Student Growth (20/15 points) will be developed at the District level to comply with requirements that all principals of a specific level have measures that are rigorous and comparable across buildings in accordance with standards set by the Commissioner.

CORNING CITY SCHOOL DISTRICT

SCORING OF LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT

All principals covered by Education Law 3012-c will have locally selected target goals of student achievement. Principals will receive a score based on the percentage of assigned students who demonstrate growth during the year. This will be determined using a baseline or pre-assessment and then a final or post-assessment.

These locally selected target goals of student achievement will be similar in format to Student Learning Objectives using the NYS SLO template.

The HEDI scoring mechanism will be used to identify the relationship between achievement on the assessment and the translation to the subcomponent composite scoring ranges.

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When NYS adopts a value added growth model, the target achievement measure will be adjusted to 15% of the teacher's composite score.

The students who are included in this calculation shall be determined according to SED guidance. This is understood to be the students of who are enrolled in the Principal's school and who are included in the school's attendance roster as a matter of record, who are on the school's attendance roster as of the date of the collection of Basic Education Data Systems (BEDS) information, and who are on the roster as of the date of the final assessment.

Principals using the NWEA assessment shall be based on a targeted gain system using the following scale to define adequate growth between baseline and final assessment. Students whose baseline score indicate that they are well above grade level will be required to demonstrate on the final assessment that they have maintained an above grade level score to meet the target of adequate growth.

Targeted Gain model using NWEA Measures of Academic Progress in Reading and Math:

Grade	Reading – Target increase in RIT value from baseline to end of year assessment to attain growth goal	Math – Target increase in RIT value from baseline to end of year assessment to attain growth goal
K	9	9
1	10	10
2	8	8
3	5	7
4	4	5
5	3	5
6	2	3
7	2	3
8	2	2
9	1	1
10	1	1

The percentage of students who meet growth expectation will then be calculated. Percentages shall be rounded to the nearest whole number. The point values will be based on the following scale:

RATING	Highly Effective	Effective	Developing	Ineffective
Points	18-20	9-17	3-8	0-2
Percentage of students whose growth progress meets targeted expectations	86%+ of students meet growth target 86-90% = 18 pts 91-94% = 19 pts 95-100% = 20 pts	55-85% of students meet growth target 55-60% = 9 pts 61-65% = 10 pts 66-69% = 11 pts 70-72% = 12 pts 73-75% = 13 pts 76-78% = 14 pts 79-81% = 15 pts 82-83% = 16 pts 84-85% = 17 pts	30-54% of students meet growth target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-50% = 6 pts 51-52% = 7 pts 53-54% = 8 pts	0- 29% of students meet growth target 0-10% = 0 points 11-20% = 1 pt 21-29% = 2 pts

For principals who have a State value-added score based upon 25 points when NYS adopts a value-added growth model, the target achievement measure will be adjusted to 15% of the principal's composite score. Percentages of students who meet growth expectations will be calculated and shall be rounded to the nearest whole number. These teachers will have their locally selected measure of student achievement scored as follows:

RATING	Highly Effective	Effective	Developing	Ineffective
Points	14-15 points	8-13	3-7	0-2
Percentage of students whose growth progress meets targeted expectations	86%+ of students meet target 86-94% = 14 pts 95-100% = 15 pts	55-85% of students meet target 55-60% = 8 pts 61-65% = 9 pts 66-69% = 10 pts 70-74% = 11 pts 75-80% = 12 pts 81-85% = 13 pts	30-54% of students meet target 30-35% = 3 pts 36-40% = 4 pts 41-45% = 5 pts 46-50% = 6 pts 51-54% = 7 pts	0- 29% of students meet target 0-10% = 0 points 11-20% = 1 pt 21-29% = 2 pts

Student Target Objectives for the Local Measure of Student Growth (20/15 points) will be developed at the District level to comply with requirements that all principals of a specific level have measures that are rigorous and comparable across buildings in accordance with standards set by the Commissioner.

Form G: Worksheet to determine the score for Other Multiple Measures of Principal Effectiveness

Principal _____ **Date** _____

Evaluator _____

MPPR Domain 1 – Shared Vision of Learning					Points	Weight	Weighted Points
Element: Culture							
Observation	Highly Effective	Effective	Developing	Ineffective			
Announced	6	5	3	0		0.75	
Unannounced	6	5	3	0		0.25	
Total Points from this element:							

MPPR Domain 2 – School Culture and Instructional Practice					Points	Weight	Weighted Points
Element: Instructional Program							
Observation	Highly Effective	Effective	Developing	Ineffective			
Announced	6	5	3	0		0.75	
Unannounced	6	5	3	0		0.25	
Total Points from this element:							

MPPR Domain 3 – Safe, Efficient, Effective Learning Environment					Points	Weight	Weighted Points
Element: Sustainability							
Observation	Highly Effective	Effective	Developing	Ineffective			
Announced	6	5	3	0		0.75	
Unannounced	6	5	3	0		0.25	
Total Points from this element:							

MPPR Domain 4 – Community					Points	Weight	Weighted Points
Element: Strategic Planning Process: Inquiry							
Observation	Highly Effective	Effective	Developing	Ineffective			
Announced	6	5	3	0		0.75	
Unannounced	6	5	3	0		0.25	
Total Points from this element:							

MPPR Domain 5 – Integrity, Fairness, Ethics					Points	Weight	Weighted Points
Element: Sustainability							
Observation	Highly Effective	Effective	Developing	Ineffective			
Announced	6	5	3	0		0.75	
Unannounced	6	5	3	0		0.25	
Total Points from this element:							

MPPR Domain 6 – Political, Social, Cultural, Economic, Legal and Cultural Context					Points	Weight	Weighted Points
Element: Culture							
Observation	Highly Effective	Effective	Developing	Ineffective			
Announced	6	5	3	0		0.75	
Unannounced	6	5	3	0		0.25	
Total Points from this element:							

MPPR Domain –					Points	Weight	Weighted Points
Element:							
Observation	Highly Effective	Effective	Developing	Ineffective			
Announced	6	5	3	0		0.75	
Unannounced	6	5	3	0		0.25	
Total Points from this element:							

MPPR Domain –					Points	Weight	Weighted Points
Element:							
Observation	Highly Effective	Effective	Developing	Ineffective			
Announced	6	5	3	0		0.75	
Unannounced	6	5	3	0		0.25	
Total Points from this element:							

MPPR Domain –					Points	Weight	Weighted Points
Element:							
Observation	Highly Effective	Effective	Developing	Ineffective			
Announced	6	5	3	0		0.75	
Unannounced	6	5	3	0		0.25	
Total Points from this element:							

MPPR Domain –					Points	Weight	Weighted Points
Element:							
Observation	Highly Effective	Effective	Developing	Ineffective			
Announced	6	5	3	0		0.75	
Unannounced	6	5	3	0		0.25	
Total Points from this element:							

Add total points from all six domains.

Total Points from Observations – Domains 1-6 – round to nearest whole number = _____
 (from possible 60 points maximum)

VI. PRINCIPAL IMPROVEMENT PLAN (PIP)

Purpose of Principal Improvement Plans

The purpose of a Principal Improvement Plan is to increase the effectiveness of the Principal to an “Effective” or “Highly Effective” level as defined in the Annual Professional Performance Review (APPR) composite score.

Upon a Principal rating of “Developing” or “Ineffective” on the composite score, the District shall develop and commence implementation of a Principal Improvement Plan for the individual Principal. The process may also commence as a result of announced or unannounced building observation(s) or other supervisory action prior to the annual evaluation.

The PIP provides the principal with the opportunity to demonstrate his/her effectiveness through a defined and structured process.

The PIP also provides the supervisor with the opportunity to make an evaluative decision regarding the principal’s performance using the same defined and structured process.

Implementation

A PIP must be implemented when a principal receives a composite score of “Developing” or “Ineffective” through the Annual Professional Performance Review process (summative evaluation).

A PIP may also be implemented when a principal receives a score of “Developing” or “Ineffective” for a building visitation or other supervisory action prior to the annual evaluation when specific performance concerns are identified. This may include failure to comply with or neglect of professional duties.

The focus of their development would be to move into the “effective” category over a reasonable span of time as specified in the principal’s PIP. While the specifics of a reasonable span of time may differ for principals depending on their level of experience, in general developing principals should move to an “Effective” rating within the next school year.

Requirements of a Principal Improvement Plan:

- A. Upon a teacher rating of “Developing” or “Ineffective” through the APPR, the District shall develop and commence implementation of a written Principal Improvement Plan (PIP) for the individual principal.
- B. The PIP shall follow the negotiated format and process (PIP Form on page 40).
- C. PIPs must be implemented as soon as practical and no later than 10 days after the date on which teachers are required to report prior to the opening of classes for the school year.
- D. In accordance with Commissioner’s regulations, each individual PIP must include at least:
 1. Identification of needed areas of improvement
 2. A timeline for achieving improvement
 3. The manner in which improvement will be assessed
 4. Differentiated and specific activities to support the individual’s improvement in those identified areas
- E. The PIP shall describe the professional learning activities the educator is expected to complete and these shall be connected to the areas needing improvement.
- F. “Artifacts” such as building improvement plans, school-wide student data, staff meeting agenda, or other relevant evidence of leadership shall be described so that the individual can produce benchmarks of improvement and evidence for the final stage of his/her improvement plan.
- G. The supervisor shall state in the PIP the additional support and assistance that the principal will receive.

- H. In the final stages of the PIP, the principal shall meet with his/her supervisor to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the principal.

Principal Improvement Plan Process

Step 1: The supervisor shall schedule a meeting with the principal to initiate the PIP process. The principal shall have the opportunity to have an association representative with him/her in the meeting and at all successive meetings.

The supervisor will review the foundational visitations and/or evaluation to derive the areas of “Ineffective” or “Developing” performance.

The supervisor will develop a written PIP in consultation with the principal to address the identified areas. As stated, in accordance with Commissioner’s regulations, each individual PIP must include at least:

1. Identification of needed areas of improvement
2. A timeline for achieving improvement
3. The manner in which improvement will be assessed
4. Differentiated activities to support the individual’s improvement in those identified areas

The PIP also shall describe the professional learning activities the educator is expected to complete and these shall be connected to the areas needing improvement.

- I. “Artifacts” such as building improvement plans, school-wide student data, staff meeting agenda, or other relevant evidence of leadership shall be described so that the individual can produce benchmarks of improvement and evidence for the final stage of his/her improvement plan.

The supervisor shall state in the PIP the additional support and assistance that the principal will receive.

The PIP will follow the written format as agreed(page 40).

Step 2: A second meeting may be held with the supervisor, principal’s and principal’s representative to finalize the written PIP. All parties shall receive a signed copy.

Step 3: Subsequent meetings shall be held with the supervisor, principal and principal’s representative to assess the progress towards meeting the goals in the PIP.

Additional building visitations will typically be included in the PIP as one form of assessment. These visitations may not be included as a subcomponent of the principal’s APPR.

Step 4: A final meeting shall be held by the supervisor, the principal and the principal’s representative to review the principal’s achievement of the outcomes of the plan alongside any artifacts and evidence from visitation and other defined objective measures including student achievement data in order to provide a final, summative rating for the teacher.

This final meeting shall result in written documentation that states:

- a. The goals have been met and the Principal Improvement Plan is no longer necessary;
- b. The goals have not been met and:
 1. The parties may continue the PIP, or
 2. The District may initiate appropriate disciplinary action in cases where a pattern of ineffective leadership is demonstrated, as described in the appropriate sections of Education Law.

Disclaimer for Pattern of Ineffective Leadership

Two consecutive “ineffective” annual evaluations could constitute significant evidence of incompetence. A pattern of ineffective performance shall be defined to mean two consecutive annual “ineffective” ratings received by a principal pursuant to annual performance review.

A pattern of ineffectiveness could result in disciplinary action against a principal in accordance with New York State Education Law and the collective bargaining agreement.

PRINCIPAL IMPROVEMENT PLAN

Principal: _____ Date: _____

Principal Status: ____ Probationary _____ Tenured Building: _____

Evaluator(s): _____

A. IDENTIFIED AREAS IN NEED OF IMPROVEMENT:

_____ Domain 1: Shared Vision of Learning _____ _____	_____ Domain 4: Community _____ _____
_____ Domain 2: The Classroom Environment _____ _____	_____ Domain 5: Integrity, Fairness and Ethics _____ _____
_____ Domain 3: Safe, Efficient, Effective Learning Environment _____ _____	_____ Domain 6: Political, Social, Economic, Legal and Cultural Context _____ _____

Other Areas in Need of Improvement including state and local measures of student achievement: (Additional comments may be attached)

B. ANTICIPATED TIMELINE FOR ACHIEVING IMPROVEMENT: (additional dates may be added)

Assessment of Progress: Date _____

Anticipated End of Plan: _____

C. THE MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED, INCLUDING MEASURABLE OUTCOMES AND THE DIFFERENTIATED ACTIVITIES TO SUPPORT THE PRINCIPAL'S IMPROVEMENT IN THOSE IDENTIFIED AREAS:

Copy this page for additional strategies as needed. Expand the boxes to provide sufficient space for complete responses. The principal may elect to use a comparable format in place of this form in presenting his/her goals, objectives, measures and plan.

SMART GOAL #1		This strategy relates to: <input type="checkbox"/> Domain 1 <input type="checkbox"/> Domain 2 <input type="checkbox"/> Domain 3 <input type="checkbox"/> Domain 4 <input type="checkbox"/> Domain 5 <input type="checkbox"/> Domain 6 <input type="checkbox"/> Other		
Objectives Please write objectives as responses to the italicized guiding questions	<i>What principal practices will be improved through this strategy?</i>			
	<i>How will student learning be improved/enhanced through this strategy?</i> Objective(s):			
Measure(s): Explain how you will know if the results changed because of the actions in this goal.				
Activities What actions will occur? What steps will the principal take? (Provide sufficient detail to ensure successful completion of each activity)	Resources What are existing resources that can be used? What new resources can be used?	Timeline When will this activity begin and end? On what dates will certain activities take place?	Who is Responsible? Who is Involved? Who will take primary responsibility? Who else needs to be involved?	Monitoring Implementation What evidence will be gathered on an on-going basis to document successful implementation of this activity/plan?

D. THE MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED, INCLUDING MEASURABLE OUTCOMES AND THE DIFFERENTIATED ACTIVITIES TO SUPPORT THE PRINCIPAL'S IMPROVEMENT IN THOSE IDENTIFIED AREAS:

Copy this page for additional strategies as needed. Expand the boxes to provide sufficient space for complete responses. The principal may elect to use a comparable format in place of this form in presenting his/her goals, objectives, measures and plan.

SMART GOAL #2		This strategy relates to: ___ Domain 1 ___ Domain 2 ___ Domain 3 ___ Domain 4 ___ Domain 5 ___ Domain 6 ___ Other		
Objectives Please write objectives as responses to the italicized guiding questions	<i>What principal practices will be improved through this strategy?</i> Objective(s):			
	<i>How will student learning be improved/enhanced through this strategy?</i> Objective(s):			
Measure(s): Explain how you will know if the results changed because of the actions in this goal.				
Activities What actions will occur? What steps will the principal take? (Provide sufficient detail to ensure successful completion of each activity)	Resources What are existing resources that can be used? What new resources can be used?	Timeline When will this activity begin and end? On what dates will certain activities take place?	Who is Responsible? Who is Involved? Who will take primary responsibility? Who else needs to be involved?	Monitoring Implementation What evidence will be gathered on an on-going basis to document successful implementation of this activity/plan?

E. This plan will be modified as needed.
Additional pages and comments may be attached.

Principal's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Principal's Representative Signature: _____ Date: _____

F. Final Meeting: Date: _____

_____ a. The goals have been met and the Principal Improvement Plan is no longer necessary;

_____ b. The goals have not been met and:

_____ 1. In the case of a probationary (non-tenured) principal the District will initiate the end of the probationary principal's employment in accordance with New York State Education Law.

_____ 2. In the case of a tenured principal:

_____ a. the Principal Improvement Plan will be continued, or

_____ b. the District may initiate appropriate disciplinary action in cases where a pattern of ineffective leadership is demonstrated.

Principal's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Principal's Representative Signature: _____ Date: _____

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

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

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

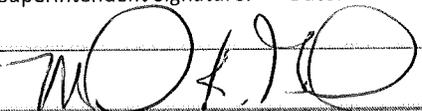
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

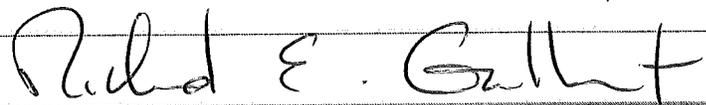
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

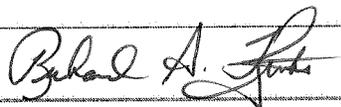
Superintendent Signature: Date: 12-19-12



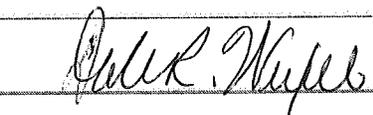
Teachers Union President Signature: Date: 12-19-12



Administrative Union President Signature: Date: 12-19-12



Board of Education President Signature: Date:

 12-20-12