



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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August 21, 2014

Revised

Jose Carrion, Superintendent
Wappingers Central School District
167 Myers Corners Road, Suite 200
Wappingers Falls, NY 12590

Dear Superintendent Carrion:

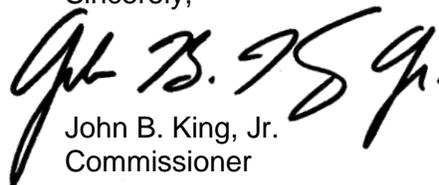
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your 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: John C. Pennoyer

NOTE:

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

Created Tuesday, April 30, 2013

Updated Tuesday, September 24, 2013

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also 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 : 132101060000

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

132101060000

1.2) School District Name: WAPPINGERS CSD

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

WAPPINGERS CSD

1.3) Assurances

Please check all of the boxes below:

1.3) 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
1.3) 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

1.3) 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

1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Friday, June 13, 2014

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, 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.	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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 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	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 3 ELA & Math Assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 3 ELA & Math Assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 3 ELA & Math Assessments

	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 measuring student growth on the assessments listed for this Task.

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 Grade K-2: HEDI points will be assigned based on the school-wide percentage of students who meet district-set class-wide growth targets. The assessments used are the district's Acuity Grade 3 ELA and Math Pretest and the NYS 3rd grade ELA and Math assessment for post.

For Grade 3: HEDI points will be assigned based on the class-wide percentage of students who meet district-set class-wide growth targets. The assessments used are the district's Acuity Grade 3 ELA pretest and the NYS 3rd grade

	ELA assessment for post.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 Points = 98-100% 19 Points = 94-97% 18 Points = 90-93%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 Points = 88-89% 16 Points = 86-87% 15 Points = 83-85% 14 Points = 82% 13 Points = 81% 12 Points = 80% 11 Points = 79% 10 Points = 77-78% 9 Points = 75-76%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 Points = 73-74% 7 Points = 70-72% 6 Points = 65-69% 5 Points = 60-64% 4 Points = 55-59% 3 Points = 50-54%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 Points = 46-49% 1 Points = 41-45% 0 Points = 0-40%

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	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 3 ELA & Math Assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 3 ELA & Math Assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grade 3 ELA & Math Assessments

	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 measuring student growth on the assessments listed for this Task.

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 Grade K-2: HEDI points will be assigned based on the school-wide percentage of students who meet district-set class-wide growth targets. The assessments used are the district's Acuity Grade 3 ELA and Math Pretest and the NYS 3rd grade ELA and Math assessment for post.
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For Grade 3: HEDI points will be assigned based on the class-wide percentage of students who meet district-set class-wide growth targets. The assessments used are the district's Acuity Grade 3 Math pretest and the NYS 3rd grade Math assessment for post.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 Points = 98-100% 19 Points = 94-97% 18 Points = 90-93%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 Points = 88-89% 16 Points = 86-87% 15 Points = 83-85% 14 Points = 82% 13 Points = 81% 12 Points = 80% 11 Points = 79% 10 Points = 77-78% 9 Points = 75-76%
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 Points = 46-49% 1 Points = 41-45% 0 Points = 0-40%

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Wappingers Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Wappingers Developed Grade 7 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will develop SLO's with pre and post assessments that will have an expected level of performance. Progress will be measured from the baseline assessment and individual growth targets will be set by the district. Students meeting or exceeding the individual targets will be counted and converted to a percent. The percent will be converted to HEDI.
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 Points = 98-100% 19 Points = 94-97% 18 Points = 90-93%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 Points = 88-89% 16 Points = 86-87% 15 Points = 83-85% 14 Points = 82% 13 Points = 81% 12 Points = 80% 11 Points = 79% 10 Points = 77-78% 9 Points = 75-76%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 Points = 73-74% 7 Points = 70-72% 6 Points = 65-69% 5 Points = 60-64% 4 Points = 55-59% 3 Points = 50-54%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 Points = 46-49% 1 Points = 41-45% 0 Points = 0-40%

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	Wappingers Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Wappingers Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Wappingers 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 measuring student growth on the assessments listed for this Task.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will develop SLO's with pre and post assessments that will have an expected level of performance. Progress will be measured from the baseline assessment and identified against a district approved individual growth target score. Students meeting or exceeding the target will be counted and converted to a percent. The percent will be converted to HEDI.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 Points = 98-100% 19 Points = 94-97% 18 Points = 90-93%
Effective (9 - 17 points) Results meet District goals for similar students.	17 Points = 88-89% 16 Points = 86-87% 15 Points = 83-85% 14 Points = 82%

13 Points = 81%
 12 Points = 80%
 11 Points = 79%
 10 Points = 77-78%
 9 Points = 75-76%

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

8 Points = 73-74%
 7 Points = 70-72%
 6 Points = 65-69%
 5 Points = 60-64%
 4 Points = 55-59%
 3 Points = 50-54%

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

2 Points = 46-49%
 1 Points = 41-45%
 0 Points = 0-40%

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	Wappingers Developed Global 1 Assessment

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

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

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

Teachers will develop SLO's with pre and post assessments that will have an expected level of performance. Progress will be measured from the baseline assessment and individual growth targets will be set by the district. Students meeting or exceeding the individual targets will be counted and converted to a percent. The percent will be converted to HEDI.

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

20 Points = 98-100%
 19 Points = 94-97%
 18 Points = 90-93%

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

17 Points = 88-89%
 16 Points = 86-87%
 15 Points = 83-85%
 14 Points = 82%
 13 Points = 81%
 12 Points = 80%
 11 Points = 79%
 10 Points = 77-78%

9 Points = 75-76%

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

8 Points = 73-74%
7 Points = 70-72%
6 Points = 65-69%
5 Points = 60-64%
4 Points = 55-59%
3 Points = 50-54%

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

2 Points = 46-49%
1 Points = 41-45%
0 Points = 0-40%

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 measuring student growth on the assessments listed for this Task.

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

Teachers will develop SLO's with pre and post assessments that will have an expected level of performance. Progress will be measured from the baseline assessment and individual growth targets will be set by the district. Students meeting or exceeding the individual targets will be counted and converted to a percent. The percent will be converted to HEDI.

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

20 Points = 98-100%
19 Points = 94-97%
18 Points = 90-93%

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

17 Points = 88-89%
16 Points = 86-87%
15 Points = 83-85%
14 Points = 82%
13 Points = 81%
12 Points = 80%
11 Points = 79%
10 Points = 77-78%
9 Points = 75-76%

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

8 Points = 73-74%
7 Points = 70-72%
6 Points = 65-69%
5 Points = 60-64%
4 Points = 55-59%

3 Points = 50-54%

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

2 Points = 46-49%

1 Points = 41-45%

0 Points = 0-40%

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 measuring student growth on the assessments listed for this Task.

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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.

Our district will administer the "NYS Integrated Algebra Regents" in addition to the "NYS Common Core Algebra Regents" to students in Common Core courses.

Teachers will use the higher of the two assessment scores.

Teachers will develop SLO's with pre and post assessments that will have an expected level of performance. Progress will be measured from the baseline assessment and individual growth targets will be set by the district. Students meeting or exceeding the individual targets will be counted and converted to a percent. The percent will be converted to HEDI.

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

20 Points = 98-100%

19 Points = 94-97%

18 Points = 90-93%

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

17 Points = 88-89%

16 Points = 86-87%

15 Points = 83-85%

14 Points = 82%

13 Points = 81%

12 Points = 80%

11 Points = 79%

10 Points = 77-78%

9 Points = 75-76%

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

8 Points = 73-74%

7 Points = 70-72%

6 Points = 65-69%

5 Points = 60-64%

4 Points = 55-59%

3 Points = 50-54%

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

2 Points = 46-49%

1 Points = 41-45%

0 Points = 0-40%

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	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents Exam
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents Exam
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Exam

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 measuring student growth on the assessments listed for this Task.

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

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

Teachers will develop SLO's with pre and post assessments that will have an expected level of performance. Progress will be measured from the baseline assessment and individual growth targets will be set by the district. Students meeting or exceeding the individual targets will be counted and converted to a percent. The percent will be converted to HEDI.

Grades 9 and 10 : HEDI points will be assigned based on the school-wide percentage of students who meet or exceed district-set individual growth targets on the NYS Comprehensive English Regents Exam.

For Grade 11: HEDI points will be assigned based on the teacher's class wide percentage of students who meet or exceed district-set individual growth targets on the NYS Comprehensive English Regents Exam

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

20 Points = 98-100%

19 Points = 94-97%

18 Points = 90-93%

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

17 Points = 88-89%

16 Points = 86-87%

15 Points = 83-85%

14 Points = 82%

13 Points = 81%
 12 Points = 80%
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Developing (3 - 8 points) Results are below District goals for similar students.

8 Points = 73-74%
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 5 Points = 60-64%
 4 Points = 55-59%
 3 Points = 50-54%

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

2 Points = 46-49%
 1 Points = 41-45%
 0 Points = 0-40%

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
9-12 Art	District, Regional or BOCES-developed	Wappingers CSD Developed Grade Specific Art Assessment
9-12 Physical Education	District, Regional or BOCES-developed	Wappingers CSD Developed Grade Specific PE Assessment
9-12 Music	District, Regional or BOCES-developed	Wappingers CSD Developed Grade Specific Music Assessment
9-12 All Other Courses	District, Regional or BOCES-developed	Wappingers CSD Developed Grade / Subject Specific Assessment
K-3 Building all other courses	School/BOCES-wide/group/team results based on State	NYS Grade 3 ELA and Math Assessments
K-5 Building all other courses	School/BOCES-wide/group/team results based on State	NYS 4/5 Math ELA Assessments
K-6 Building all other courses	School/BOCES-wide/group/team results based on State	NYS 4, 5, 6 Math ELA Assessments
4-6 Building all other courses	School/BOCES-wide/group/team results based on State	NYS 4, 5, 6 Math ELA Assessments
6-8 Building all other courses	School/BOCES-wide/group/team results based on State	NYS 6, 7, 8 Math ELA Assessments
7-8 Building all other courses	School/BOCES-wide/group/team results based on State	NYS 7/8 Math ELA Assessments
All ESL Courses	State Assessment	NYSESLAT
FACS	District, Regional or BOCES-developed	Wappingers CSD Developed Grade Specific FACS Assessment

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 measuring student growth on the assessments listed for this Task.

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 9-12: Teachers will develop SLO's with pre and post assessments that will have an expected level of performance. Progress will be measured from the baseline assessment and individual growth targets will be set by the district. Students meeting or exceeding the individual targets will be counted and converted to a percent. The percent will be converted to HEDI.

For Grade 3: Students have been given a pretest to establish a baseline data point. Using that, the district will assign classwide growth targets and HEDI points will be allocated based on the % of students meeting or exceeding these growth targets.

For K-3 school: HEDI points will be assigned based on the school-wide percentage of students meeting class-wide district-set growth targets on the NYS Grade 3 ELA and Math Assessments

For our 4-6 school, we will be using a school wide measure, taking the building wide state-provided composite growth score for the 4, 5, and 6 grade Math/ELA assessments, and converting it to a 20 point score using the chart attached after implementation of a value added measure.

For our K-5 school, we will be using a school wide measure, taking the building wide building wide state-provided composite growth score for the 4 and 5 grade Math/ELA assessments, and converting it to a 20 point score using the chart attached.

For our K-6 school, we will be using a school wide measure, taking the building wide state-provided composite growth score for the 4, 5, and 6 grade Math/ELA assessments, and converting it to a 20 point score using the chart attached after implementation of a value added measure.

For our 6-8 school, we will be using a school wide measure, taking the building wide state-provided composite growth score for the 6, 7, and 8 grade Math/ELA assessments, and converting it to a 20 point score using the chart attached after implementation of a value added measure.

For our 7-8 school, we will be using a school wide measure, taking the building wide state-provided composite growth score for the 7, and 8 grade Math/ELA assessments, and converting it to a 20 point score using the chart attached after implementation of a value added measure.

For ESL Courses we will be using the NYSESLAT: Projected growth targets will be established by the district for each ESL student using a seven point scale. Students will be expected to exceed one level of growth on the scale during the instructional period. If a student scores at the highest level on the baseline assessment and maintains that same level, this will constitute growth. New entries' growth will be determined from the LAB-R/NYSITELL to the NYSESLAT. HEDI Points are awarded based on students advancing one level on the performance scale.

State-provided growth scores will weighted proportionately based on the number of students included in each measure.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 Points = 98-100% 19 Points = 94-97% 18 Points = 90-93%
Effective (9 - 17 points) Results meet District goals for similar students.	17 Points = 88-89% 16 Points = 86-87% 15 Points = 83-85% 14 Points = 82% 13 Points = 81% 12 Points = 80% 11 Points = 79% 10 Points = 77-78% 9 Points = 75-76%
Developing (3 - 8 points) Results are below District goals for similar students.	8 Points = 73-74% 7 Points = 70-72% 6 Points = 65-69% 5 Points = 60-64% 4 Points = 55-59% 3 Points = 50-54%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 Points = 46-49% 1 Points = 41-45% 0 Points = 0-40%

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/12186/638241-TXEttx9bQW/Wappingers CSD State Provide Conversion K2 4_14.pdf](#)

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher's score for this subcomponent, 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 the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

(No response)

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://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, June 06, 2014

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. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a different measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

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.

<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 3.3, below.</p>	<p>District will develop Growth Targets with pre and post assessments that will have an expected level of performance. Progress will be measured from the baseline assessment and individual growth targets will be set by the district. Students meeting or exceeding the individual targets will be counted and converted to a percent. The percent will be converted to HEDI.</p> <p>In the case that value added is approved this will be changed to a 15 point scale, which is uploaded in 3.3</p>
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points = 98-100% 19 Points = 94-97% 18 Points = 90-93%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points = 88-89% 16 Points = 86-87% 15 Points = 83-85% 14 Points = 82% 13 Points = 81% 12 Points = 80% 11 Points = 79% 10 Points = 77-78% 9 Points = 75-76%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points = 73-74% 7 Points = 70-72% 6 Points = 65-69% 5 Points = 60-64% 4 Points = 55-59% 3 Points = 50-54%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points = 46-49% 1 Points = 41-45% 0 Points = 0-40%

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

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.	District will develop Growth Targets with pre and post assessments that will have an expected level of performance. Progress will be measured from the baseline assessment and individual growth targets will be set by the district. Students meeting or exceeding the individual targets will be counted and converted to a percent. The percent will be converted to HEDI. In the case that value added is approved this will be changed to a 15 point scale, which is uploaded in 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or	20 Points = 98-100% 19 Points = 94-97%

achievement for grade/subject.	18 Points = 90-93%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points = 88-89%
	16 Points = 86-87%
	15 Points = 83-85%
	14 Points = 82%
	13 Points = 81%
	12 Points = 80%
	11 Points = 79%
	10 Points = 77-78%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9 Points = 75-76%
	8 Points = 73-74%
	7 Points = 70-72%
	6 Points = 65-69%
	5 Points = 60-64%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	4 Points = 55-59%
	3 Points = 50-54%
	2 Points = 46-49%
	1 Points = 41-45%
	0 Points = 0-40%

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/5139/156115-rhJdBgDruP/Wappingers CSD 15 Point Scale.pdf](#)

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Wappingers Developed Grade K ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Wappingers Developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Wappingers Developed Grade 2 ELA Assessment
3	4) State-approved 3rd party assessments	Acuity

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.	Teachers will develop SLO's with pre and post assessments that will have an expected level of performance. Progress will be measured from the baseline assessment and individual growth targets will be set by the district. Students meeting or exceeding the individual targets will be counted and converted to a percent. The percent will be converted to HEDI.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points = 98-100% 19 Points = 94-97% 18 Points = 90-93%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points = 88-89% 16 Points = 86-87% 15 Points = 83-85% 14 Points = 82% 13 Points = 81% 12 Points = 80%

11 Points = 79%
 10 Points = 77-78%
 9 Points = 75-76%

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

8 Points = 73-74%
 7 Points = 70-72%
 6 Points = 65-69%
 5 Points = 60-64%
 4 Points = 55-59%
 3 Points = 50-54%

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

2 Points = 46-49%
 1 Points = 41-45%
 0 Points = 0-40%

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Wappingers Developed Grade K Math Assessment
1	5) District, regional, or BOCES–developed assessments	Wappingers Developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	Wappingers Developed Grade 2 Math Assessment
3	4) State-approved 3rd party assessments	Acuity

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.

Teachers will develop SLO's with pre and post assessments that will have an expected level of performance. Progress will be measured from the baseline assessment and individual growth targets will be set by the district. Students meeting or exceeding the individual targets will be counted and converted to a percent. The percent will be converted to HEDI.

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

20 Points = 98-100%
 19 Points = 94-97%
 18 Points = 90-93%

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

17 Points = 88-89%
 16 Points = 86-87%
 15 Points = 83-85%
 14 Points = 82%
 13 Points = 81%
 12 Points = 80%
 11 Points = 79%
 10 Points = 77-78%
 9 Points = 75-76%

Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points = 73-74%
	7 Points = 70-72%
	6 Points = 65-69%
	5 Points = 60-64%
	4 Points = 55-59%
3 Points = 50-54%	
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points = 46-49%
	1 Points = 41-45%
	0 Points = 0-40%

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Wappingers Developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Wappingers Developed Grade 7 Science Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI Points will be allocated to a teacher based on % of students scoring proficient or better on the final assessment (For the NYS Assessment it will be % of student achieving 3 or 4. For the Wappingers Developed assessment it will be based on a score of 65 or better).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points = 98-100%
	19 Points = 94-97%
	18 Points = 90-93%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points = 88-89%
	16 Points = 86-87%
	15 Points = 83-85%
	14 Points = 82%
	13 Points = 81%
	12 Points = 80%
	11 Points = 79%
	10 Points = 77-78%
	9 Points = 75-76%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points = 73-74%
	7 Points = 70-72%
	6 Points = 65-69%
	5 Points = 60-64%
	4 Points = 55-59%
3 Points = 50-54%	
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	2 Points = 46-49%
	1 Points = 41-45%

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI Points will be allocated to a teacher based on % of students scoring proficient or better on the final assessment (For the Wappingers Developed assessment it will be based on a score of 65 or better).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points = 98-100% 19 Points = 94-97% 18 Points = 90-93%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points = 88-89% 16 Points = 86-87% 15 Points = 83-85% 14 Points = 82% 13 Points = 81% 12 Points = 80% 11 Points = 79% 10 Points = 77-78% 9 Points = 75-76%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points = 73-74% 7 Points = 70-72% 6 Points = 65-69% 5 Points = 60-64% 4 Points = 55-59% 3 Points = 50-54%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points = 46-49% 1 Points = 41-45% 0 Points = 0-40%

3.8) High School Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Wappingers Developed Global 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	NYS Global History and Geography Regents Exam
American History	3) Teacher specific achievement or growth score computed locally	NYS U.S. History and Government Regents Exam

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.	HEDI Points will be allocated to a teacher based on % of students scoring proficient or better on the final assessment (For the Wappingers Developed assessment and or Regents Assessment it will be based on a score of 65 or better).
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points = 98-100% 19 Points = 94-97% 18 Points = 90-93%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points = 88-89% 16 Points = 86-87% 15 Points = 83-85% 14 Points = 82% 13 Points = 81% 12 Points = 80% 11 Points = 79% 10 Points = 77-78% 9 Points = 75-76%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points = 73-74% 7 Points = 70-72% 6 Points = 65-69% 5 Points = 60-64% 4 Points = 55-59% 3 Points = 50-54%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points = 46-49% 1 Points = 41-45% 0 Points = 0-40%

3.9) High School Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

Locally-Selected Measure from List of Approved Measures	Assessment
---	------------

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

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.	HEDI Points will be allocated to a teacher based on % of students scoring proficient or better on the final assessment (For the Regents Assessment it will be based on a score of 65 or better).
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points = 98-100% 19 Points = 94-97% 18 Points = 90-93%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points = 88-89% 16 Points = 86-87% 15 Points = 83-85% 14 Points = 82% 13 Points = 81% 12 Points = 80% 11 Points = 79% 10 Points = 77-78% 9 Points = 75-76%
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points = 73-74% 7 Points = 70-72% 6 Points = 65-69% 5 Points = 60-64% 4 Points = 55-59% 3 Points = 50-54%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points = 46-49% 1 Points = 41-45% 0 Points = 0-40%

3.10) High School Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents

Geometry	3) Teacher specific achievement or growth score computed locally	NYS Geometry Regents Exam
Algebra 2	3) Teacher specific achievement or growth score computed locally	NYS Algebra 2/Trigonometry Regents Exam

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.

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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.	HEDI Points will be allocated to a teacher based on % of students scoring proficient or better on the final assessment (For the Regents Assessment it will be based on a score of 65 or better). We plan to use NYS Integrated Algebra Regents and the NYS Common Core Algebra Regents exams, and teachers will use the higher of the two assessment scores. Students in Algebra 1 common cores will have the option to take both Algebra Regents exams.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points = 98-100% 19 Points = 94-97% 18 Points = 90-93%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points = 88-89% 16 Points = 86-87% 15 Points = 83-85% 14 Points = 82% 13 Points = 81% 12 Points = 80% 11 Points = 79% 10 Points = 77-78% 9 Points = 75-76%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points = 73-74% 7 Points = 70-72% 6 Points = 65-69% 5 Points = 60-64% 4 Points = 55-59% 3 Points = 50-54%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points = 46-49% 1 Points = 41-45% 0 Points = 0-40%

3.11) High School English Language Arts

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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	Wappingers Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Wappingers Developed Grade 10 ELA Assessment
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYS Comprehensive English Regents Exam

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.

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents, the Common Core English Regents, or both and how the HEDI process will be adjusted accordingly.

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>For Grades 9 & 10: Teachers will develop SLO's with pre and post assessments that will have an expected level of performance. Progress will be measured from the baseline assessment and individual growth targets will be set by the district. Students meeting or exceeding the individual targets will be counted and converted to a percent. The percent will be converted to HEDI.</p> <p>For Grade 11: HEDI Points will be allocated to a teacher based on % of students scoring proficient or better on the final assessment (It will be based on a score of 65 or better on the Comprehensive ELA Regents assessment).</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points = 98-100% 19 Points = 94-97% 18 Points = 90-93%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points = 88-89% 16 Points = 86-87% 15 Points = 83-85% 14 Points = 82% 13 Points = 81% 12 Points = 80% 11 Points = 79% 10 Points = 77-78% 9 Points = 75-76%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points = 73-74% 7 Points = 70-72% 6 Points = 65-69% 5 Points = 60-64% 4 Points = 55-59% 3 Points = 50-54%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points = 46-49% 1 Points = 41-45% 0 Points = 0-40%

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
All FACS	5) District/regional/BOCES–developed	Wappingers Developed Grade Specific FACS Assessment
All Physical Education Courses	5) District/regional/BOCES–developed	Wappingers Developed Grade Specific PE Assessment
All Art / Music Courses	5) District/regional/BOCES–developed	Wappingers Developed Grade Specific Art/Music Assessment
All LOTE Courses	5) District/regional/BOCES–developed	Wappingers Developed Grade Specific LOTE Assessment
All Business Courses	5) District/regional/BOCES–developed	Wappingers Developed Grade Specific Business Assessment
All Health Courses	5) District/regional/BOCES–developed	Wappingers Developed Grade Specific Health Assessment
All Technology Courses	5) District/regional/BOCES–developed	Wappingers Developed Grade Specific Technology Assessment
All other Social Studies Courses	5) District/regional/BOCES–developed	Wappingers Developed Grade Specific Social Studies Assessment
All other Math Courses	5) District/regional/BOCES–developed	Wappingers Developed Grade Specific Math Assessment
All other Science Courses	5) District/regional/BOCES–developed	Wappingers Developed Grade Specific Science Assessment
All other ELA Courses	5) District/regional/BOCES–developed	Wappingers Developed Grade Specific ELA Assessment
ALL ESL Courses	5) District/regional/BOCES–developed	Wappingers Developed Grade Specific ELA 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.	HEDI Points will be allocated to a teacher based on % of students scoring proficient or better on the final assessment (For the Wappingers Developed assessment it will be based on a score of 65 or better).
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	20 Points = 98-100% 19 Points = 94-97% 18 Points = 90-93%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points = 88-89% 16 Points = 86-87% 15 Points = 83-85% 14 Points = 82% 13 Points = 81% 12 Points = 80% 11 Points = 79%

10 Points = 77-78%

9 Points = 75-76%

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

8 Points = 73-74%

7 Points = 70-72%

6 Points = 65-69%

5 Points = 60-64%

4 Points = 55-59%

3 Points = 50-54%

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

2 Points = 46-49%

1 Points = 41-45%

0 Points = 0-40%

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.

(No response)

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

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.

No teacher will have more than one locally selected measure.

3.16) Assurances

Please check all of the boxes below:

3.16) Assurances | Assure the application of locally-developed controls will be rigorous, fair, and transparent. Checked

3.16) Assurances | Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws. Checked

3.16) Assurances | Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded. Checked

3.16) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, August 13, 2014

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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.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching
Second Rubric, if applicable	Not Applicable

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 by the points assignment indicated immediately below (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]	50
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	10

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, label accordingly, and 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.

Under the Wappingers Central School District Plan, following the 2007 Danielson Rubric, teachers may accrue up to 50 points through the observation process. Teachers are observed at least 2 times (At least 1 unannounced) each school year with each observation potential point total equaling 50 points. At the end of the year all observation point totals will be averaged together.

The 10 points that are computed in the two paragraphs below will be assigned by rating teacher artifacts:

5 points will be based on collaboration. The teacher's supervisor will assess whether the teacher exhibits collaborative relationships with colleagues and how the teacher communicates with parents, students and community members.

5 points will be based on reflective and responsive practice. The teacher's supervisor will assess whether the teacher is aware of current instructional "best practices" and is willing to take responsibility for student learning and make adjustments to their practice. Tenured teachers may substitute a professional growth plan for the reflective and responsive practice. A tenured teacher who selects a professional growth plan will set goals for the school year and review the goals quarterly to document the actions taken to meet the goals. A tenured teacher who successfully completes the professional growth plan will receive up to 5 points towards their score.

Our Observation / Evaluation rubric aligns to the Danielson Rubric in the following way:

- I. Planning and Preparation = Danielson Domain 1
- II. Classroom Environment = Danielson Domain 2
- III. Instruction = Danielson Domain 3
- IV. Professional Responsibilities = Danielson Domain 4
- V. Collaboration = Danielson Domain 4
- VI. Reflective and Responsive Practice = Danielson Domain 4

Teachers will receive a rating for highly effective (2.5 points), effective (2.25 points), Developing (1 point) or Ineffective (0 points) based on the rubric. They are rated for each component under the domains. If a component is observed more than once across multiple observations, the scores will be averaged together. Each Domains 1-4 total up to 12.5 points and Sections 5-6 total up to 10 points, for a total of 60 points.

Using the Framework will help to align reflection and self assessment as a powerful tool to both support and create high quality teachers. Tenured teachers substituting professional growth for reflective practice: There is a separate scale being used for the PGP plan vs what is being used for reflective practice. Both scales are listed in the attached pdf.

Normal rounding rules will apply, but in no case will rounding result in a teacher moving from one scoring band to the next.

All time frames in this appeals procedure will be timely and expeditious in accordance with Education Law section 3012-c.

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/12179/638243-eka9yMJ855/Wappingers Observation Evaluation Instruments 201314e.pdf](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The performance of teachers in the highly effective range is extremely accomplished in all domains: Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities, Collaboration, Reflective and Responsive Practice. Performance is evidenced in a community of learners in the classroom where students are highly motivated, engaged and assume responsibility for their learning. The performance of teachers in the highly effective range is exemplary and contributes to the success of the whole school.
Effective: Overall performance and results meet NYS Teaching Standards.	The performance of teachers in the effective range is proficient in all domains: Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities, Collaboration, Reflective and Responsive Practice. The performance is evidenced in thorough content knowledge, solid understanding of student development, classroom environment that functions smoothly, and fosters a culture for learning.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The performance of teachers in the developing stage is at a basic level in the areas of Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities, Collaboration, Reflective and Responsive Practice. The performance may be characterized as being minimally competent and having an understanding of the teaching standards and attempts to implement strategies that may not always be successful. Performance at this level may require additional

support in order to fully meet the teaching standards.

Ineffective: Overall performance and results do not meet NYS Teaching Standards.

The performance of teachers in the ineffective range is at an unsatisfactory level in the areas of Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities, Collaboration, Reflective and Responsive Practice. The performance may be characterized as not having an understanding of the teaching standards, including student development, classroom management, assessment strategies and does not fulfill professional responsibilities. Performance at this level requires intervention strategies.

Provide the ranges for the 60-point scoring bands.

Highly Effective	58-60
Effective	53-57
Developing	48-52
Ineffective	0-47

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

Formal/Long	2
Informal/Short	0
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

Formal/Long	2
Informal/Short	0
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 Tuesday, April 30, 2013

Updated Tuesday, September 24, 2013

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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.

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 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

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	58-60
Effective	53-57
Developing	48-52
Ineffective	0-47

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above

91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, June 06, 2014

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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. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

[assets/survey-uploads/5265/156120-Df0w3Xx5v6/2012-13 WCT TIP form for NYSED.pdf](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of annual professional performance reviews shall be limited to those that rate a teacher with an overall composite rating of Ineffective. However, a tenured teacher who receives an overall composite rating of Developing may appeal his/her evaluation to the Superintendent provided all of the following conditions are met: (1) The teacher receives a score on the State Assessment subcomponent that equates to an Ineffective rating on that subcomponent; and (2) The District uses a building-wide state assessment score for the SLO for non-tested areas; and (3) A successful appeal could potentially result in an overall composite rating of Effective.

In such case, the appeal shall be limited to the 60-point Other Measures of Effectiveness subcomponent.

In accordance with the law and regulations, a teacher may only appeal the following in conjunction with his/her APPR: (1) The substance of the APPR; (2) The District's adherence to the standards and methodologies required for such reviews; and (3) The District's adherence to the regulations and compliance with any locally negotiated procedures, as well as the District's issuance and/or implementation of the terms of the Teacher Improvement Plan (TIP). A teacher may not file multiple appeals regarding the same performance review or TIP. 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. In an appeal, the teacher has the burden of demonstrating by a preponderance of the evidence a clear legal right to the relief requested and the burden of establishing the facts upon which relief is sought. All appeals must be submitted in writing to the Superintendent no later than 15 days from the date when the teacher receives his/her TIP. 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 teacher 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. A decision shall be rendered by the Superintendent of Schools. A written decision on the merits of the appeal shall be rendered no later than 30 days from the date upon which the teacher filed his or her appeal. The appeal shall be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the District's response, if any, to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final, except as provided for below. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the Superintendent may set aside a rating, modify a rating, or order a new evaluation. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

In the event a teacher receives and unsuccessfully appeals two consecutive Ineffective ratings, he/she may appeal the Superintendent's determination on the second consecutive Ineffective rating within 15 days of receiving the decision. The appeal shall be conducted by an arbitrator in accordance with the procedures outlined in the teachers' collective bargaining agreement. Following the submission of a demand for arbitration the parties shall select an arbitrator from the following panel: Richard Adelman, Stephen Bluth, Dennis Campagna, Shelia Cole, Howard Edelman. (In the event that none of the arbitrators who are listed here are available the district will provide a new list of agreed upon arbitrators). Arbitrators shall serve in rotation. The decision of the arbitrator shall be final and binding upon all parties. The costs of the services of the arbitrator, including expenses, if any, will be borne equally by both parties. The appeal to the arbitrator shall be conducted in a timely and expeditious manner consistent with the requirements of Education Law 3012-c. The sole issue before the arbitrator shall be whether or not the second consecutive ineffective rating accurately reflected the teacher's performance during the period it covered. This appeal procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a teacher's performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or teacher improvement plan, except as otherwise authorized by law.

All time frames in this appeals procedure will be timely and expeditious in accordance with Education Law section 3012-c.

6.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

All district evaluators will receive training through the local BOCES. It will be comprised of the 7 days of training which will include the 9 elements (As referred to those listed in Section 30-2.9(b)). required for certification of a Lead Evaluator and with a focus on the Charlotte Danielson 2007 Rubric. Once individuals complete this training a list will be submitted to the Superintendent who will in turn forward it to the board so that the Board of Education may certify all administrators.

Provisions for on going training for new hires / administrators will be readily available through our partnership with our local BOCES.

The training components will be comprised of NYS Teaching Standards as perscribed by NYSED as well as 7 days of training that will touch upon SLO's, inter-rater reliability, observing for evidence, and pre/post conferencing.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended in training for lead evaluators. The district anticipates that these protocols will include measures such as: data analysis; periodic comparisons of assessments; and/or annual calibration sessions across evaluators.

Lead evaluators will be recertified on an annual basis.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

- | | |
|---|---------|
| 6.6) Assurances -- Teachers Assure the entire APPR plan will be completed for each teacher as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher's performance is being measured. | Checked |
| 6.6) Assurances -- Teachers Assure that the district or BOCES will provide the teacher's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured. | Checked |
| 6.6) Assurances -- Teachers Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later. | Checked |

6.6) Assurances -- Teachers Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
6.6) Assurances -- Teachers Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
6.6) Assurances -- Teachers Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013
Updated Tuesday, March 11, 2014

Page 1

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

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

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

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

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
K-6
4-6
6-8
7-8
9-12

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(s) 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	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 assessments 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. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

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 grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-3	State assessment	NYS Grade 3 ELA Assessment
K-3	State assessment	NYS Grade 3 Math Assessment
K-3	District, regional, or BOCES-developed	Wappingers Developed Grade 2 ELA Assessment
K-3	District, regional, or BOCES-developed	Wappingers Developed Grade 2 Math Assessment
10-12	State assessment	Combination NYS Regents Assessments (Global 2, US History, Integrated and Common Core Algebra 1, Comprehensive English)

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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	<p>K-3: Principals will develop SLO's with pre and post assessments that will have an expected level of performance. Progress will be measured from the baseline assessment and individual growth targets will be set by the district. Students meeting or exceeding the individual targets will be counted and converted to a percent. The percent will be converted to HEDI.</p> <p>10-12: Principal will develop SLO's with pre and post assessments that will have an expected level of performance. Progress will be measured from the baseline assessment and individual growth targets will be set by the district. Students</p>
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meeting or exceeding the individual targets will be counted and converted to a percent. The percent will be converted to HEDI. For students enrolled in common core courses the district will administer both the NYS Integrated and NYS Common Core Algebra 1 Regents exams and will use the higher of the 2 scores for APPR purposes.

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	20 Points = 98-100% 19 Points = 94-97% 18 Points = 90-93%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 Points = 88-89% 16 Points = 86-87% 15 Points = 83-85% 14 Points = 82% 13 Points = 81% 12 Points = 80% 11 Points = 79% 10 Points = 77-78% 9 Points = 75-76%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 Points = 73-74% 7 Points = 70-72% 6 Points = 65-69% 5 Points = 60-64% 4 Points = 55-59% 3 Points = 50-54%
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	2 Points = 46-49% 1 Points = 41-45% 0 Points = 0-40%

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.

(No response)

7.4) Special Considerations for Comparable Growth Measures

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, 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 the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

(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://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
7.6) Assurances -- Comparable Growth Measures Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Wednesday, August 13, 2014

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.

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a different measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal’s students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

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/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	NYS Grade 4 Science Assessment
K-6	(d) measures used by district for teacher evaluation	NYS Grade 4 Science Assessment
4-6	(d) measures used by district for teacher evaluation	NYS Grade 4 Science Assessment
6-8	(d) measures used by district for teacher evaluation	NYS Grade 8 Science Assessment
7-8	(d) measures used by district for teacher evaluation	NYS Grade 8 Science Assessment
9-12	(d) measures used by district for teacher evaluation	NYS Integrated Algebra Regents and The Common Core Algebra Regents
9-12	(d) measures used by district for teacher evaluation	New York State Living Environment Regents

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<p>HEDI Points will be allocated to a principal based on % of students scoring proficient or better on the final assessment (For the NYS Assessment it will be % of student achieving 3 or 4. For Regents Assessments proficiency will be measured by % of students achieve 65 or better).</p> <p>In the case that value added is approved this will be changed to</p>
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a 15 point scale, which is uploaded in 8.1

For grades 9-12 in the New York State Algebra Regents and Algebra Common Core Regents, principals will use the higher of the two assessment scores. Two separate 10 point HEDI scales are being used (see attached upload). The scores from each will be added together and will become the locally selected measure score.

HEDI scores for principals will be reported in whole numbers.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 Points = 98-100% 19 Points = 94-97% 18 Points = 90-93%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 Points = 88-89% 16 Points = 86-87% 15 Points = 83-85% 14 Points = 82% 13 Points = 81% 12 Points = 80% 11 Points = 79% 10 Points = 77-78% 9 Points = 75-76%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 Points = 73-74% 7 Points = 70-72% 6 Points = 65-69% 5 Points = 60-64% 4 Points = 55-59% 3 Points = 50-54%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 Points = 46-49% 1 Points = 41-45% 0 Points = 0-40%

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/12190/638247-qBFVOWF7fC/Wappingers 15 point conversion and 9_12 charts b.pdf

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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.

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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-3	(d) measures used by district for teacher evaluation	Acuity
K-3	(d) measures used by district for teacher evaluation	Wappingers Developed Grade 2 Math Assessment
10-12	(d) measures used by district for teacher evaluation	Wappingers CSD Developed Course Specific Local Assessments

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

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

<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>Principals will develop SLO's with pre and post assessments that will have an expected level of performance. Progress will be measured from the baseline assessment and individual growth targets will be set by the district. Students meeting or exceeding the individual targets will be counted and converted to a percent. The percent will be converted to HEDI.</p> <p>For K-3 Principal: Two separate 10 point HEDI scales are being used (see attached upload). The scores from each will be added together and will become the locally selected measure score.</p> <p>For our K-3 Building, there will be a schoolwide score based on 3rd grade performance on our Acuity Grade 3 Math Assessment combined with performance on the Wappingers developed grade 2 math assessment.</p> <p>For the grade 10-12 (Our Alternative HS) building, all Non-Regents courses will be used with Wappingers CSD Developed pre and post assessments that will have an expected level of performance. Progress will be measured from the baseline assessment and individual growth targets will be set by the district. Students meeting or exceeding the individual targets will be counted and converted to a percent. The percent will be converted to HEDI (See point allocation below).</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>20 Points = 98-100% 19 Points = 94-97% 18 Points = 90-93%</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17 Points = 88-89% 16 Points = 86-87% 15 Points = 83-85% 14 Points = 82% 13 Points = 81% 12 Points = 80% 11 Points = 79% 10 Points = 77-78% 9 Points = 75-76%</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>8 Points = 73-74% 7 Points = 70-72% 6 Points = 65-69% 5 Points = 60-64% 4 Points = 55-59% 3 Points = 50-54%</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2 Points = 46-49% 1 Points = 41-45% 0 Points = 0-40%</p>

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/12190/638247-T8MIGWUVm1/waa appr HEDI Bands appendix a1 3112014.pdf

8.3) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a principal's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

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
8.5) Assurances Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	(No response)
8.5) Assurances Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	(No response)

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, June 13, 2014

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.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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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 point 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 point 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, label accordingly, combine them into a single file, and upload as an attachment for review. [Click here for a](#)

(No response)

9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

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 updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(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.

For all principals, the Assistant Superintendent for Administration shall conduct a minimum of two building visits, one announced and one unannounced, each year. Each visit is valued equally resulting in a total score for visitations which equals up to 40 points based on the average score for each visit. Each visit will consist of a post-visit meeting. During this post-visit, the Assistant Superintendent for Administration will collect evidence and data from the principal that supports each of the domains. The evidence types that support each of the six domains have been developed in collaboration with principals and administrators to meet the goals of the APPR. The average of the total scores of all visitations conducted shall account for 40 of the 60 points. The Visitation for Principal Professional Performance Review form shall be issued to the principal within seven to ten days of the post-visit meeting. The visitation for Principal Professional Performance Review form is attached hereto as Appendix C1.

The Assistant Superintendent for Administration shall also conduct an annual conference. The annual conference shall account for 20 of the 60 points. The twenty points shall be a professional reflection of the work conducted throughout the school year and the principal will have an additional to provide additional evidence that are aligned to the domains of their evaluation tool. The annual conference for Principal Professional Performance Review form shall be issued to the principal within seven to ten days of the post-visit meeting. The annual conference form is attached hereto as Appendix C.1 and C.2.

Normal round rules will apply, but in no case will rounding result in a principal moving from one scoring band to the next.

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/12205/638248-pMADJ4gk6R/9.7 Assigning Points Principals 3212014.pdf>

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

Highly Effective: Overall performance and results exceed standards.	Each Domain will be holistically scored according to the evidence observed for each domain. The performance of a Principal(s) in the highly effective range is highly
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accomplished in all of the following domains:

1. Shared vision of learning
2. School culture and instructional program
3. Safe, efficient, and effective learning environment
4. Community
5. Integrity, fairness, and ethics
6. Political, social, economic, legal, and cultural context

The performance of a Principal(s) in the highly effective range is exemplary and consistently contributes to the success of the building, its faculty, students, staff, and community.

Effective: Overall performance and results meet standards.

The performance of a Principal(s) in the effective range is proficient in the following domains:

1. Shared vision of learning
2. School culture and instructional program
3. Safe, efficient, and effective learning environment
4. Community
5. Integrity, fairness, and ethics
6. Political, social, economic, legal, and cultural context

Performance at this level demonstrates thorough knowledge and understanding of the needs of the building, its faculty, students, staff, and community.

Developing: Overall performance and results need improvement in order to meet standards.

The performance of a Principal(s) in the developing range is at a basic level in the following domains:

1. Shared vision of learning
2. School culture and instructional program
3. Safe, efficient, and effective learning environment
4. Community
5. Integrity, fairness, and ethics
6. Political, social, economic, legal, and cultural context

The performance at this level may require additional support in order to fully meet the needs of the building, its faculty, students, staff, and community.

Ineffective: Overall performance and results do not meet standards.

The performance of a Principal(s) in the ineffective range is at an unsatisfactory level in the following domains:

1. Shared vision of learning
2. School culture and instructional program
3. Safe, efficient, and effective learning environment
4. Community
5. Integrity, fairness, and ethics
6. Political, social, economic, legal, and cultural context

The performance at this level requires intervention strategies.

Please provide the locally-negotiated 60 point scoring bands.

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

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, April 30, 2013

Updated Tuesday, September 24, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies
Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Monday, April 14, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

[assets/survey-uploads/12168/638250-Df0w3Xx5v6/WAA APPR PIP form 103113 appendix d.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals of annual professional performance reviews are limited to those that rate a principal as Ineffective only. In accordance with the law and regulations, a principal may only appeal the following in conjunction with his/her APPR: (1) the substance of the APPR; (2) the District's adherence to the standards and methodologies required for such reviews; and (3) the District's adherence to the regulations and compliance with any locally negotiated procedures, as well as the District's issuance and/or implementation of the terms of the Principal Improvement Plan (PIP). A principal may not file multiple appeals regarding the same performance review or

PIP. 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. In an appeal, the principal has the burden of demonstrating by a preponderance of the evidence a clear legal right to the relief requested and the burden of establishing the facts upon which relief is sought. All appeals must be submitted in writing to the Superintendent no later than 15 days from the date when the principal receives his/her PIP. In the event the principal is on an approved vacation at the time his/her PIP is issued, the 15-day period shall be extended by the period of the approved vacation not to exceed 10 days. 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. A decision shall be rendered by the Superintendent of Schools. A written decision on the merits of the appeal shall be rendered no later than 30 days from the date upon which the principal filed his or her appeal. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the District's response, if any, to the appeal and additional documentary evidence submitted with such papers. Should the District submit a response, a copy shall be provided to the principal and the principal shall be afforded seven days to submit a response. Such decision shall be final, except as provided for below. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the Superintendent may set aside a rating, modify a rating, or order a new evaluation. A copy of the decision shall be provided to the principal and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

In the event a tenured principal receives and unsuccessfully appeals two consecutive Ineffective ratings, he/she may appeal the Superintendent's determination only in the event the District elects to pursue 3020-a charges based on pedagogical incompetence against the principal. In such event, the principal may appeal the Superintendent's determination of the second consecutive Ineffective rating within 15 days after the principal is served with the charges. The appeal shall be conducted by an arbitrator in accordance with the procedures outlined in the principals' collective bargaining agreement. Following the submission of a demand for arbitration, the parties shall select an arbitrator from the following panel: Richard Adelman, Howard Edelman, Martin Ellenberg, Martin Scheinemann. (In the event that none of the arbitrators who are listed here are available the district will provide a new list of agreed upon arbitrators). The decision of the arbitrator shall be final and binding on all parties. The cost of the services of the arbitrator, including expenses, if any, will be borne equally by both parties. The appeal to the arbitrator shall be conducted in a timely and expeditious manner consistent with the requirements of Education Law 3012-c. The sole issue before the arbitrator shall be whether or not the second consecutive Ineffective rating accurately reflected the principal's performance during the period it covered. This appeal procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a principal's performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or principal improvement plan, except as otherwise authorized by law.

11.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

The Wappingers Central School District will ensure that all Lead Evaluators are properly trained and certified to complete an individual's APPR. Training will be conducted by certified Dutchess BOCES team personnel. Evaluator training will occur throughout the year at a duration as offered (approximately 6 hours) by Dutchess BOCES and as needed. Turn key training will also be provided for lead evaluators throughout the year.

This training will include the following Requirements for Lead Evaluator:

- New York State Teaching Standards and ISSLC Standards
- Evidenced based observation;
- Application and use of Student Growth Percentile and Value Added Growth Model data;
- Application and use of the state approved teacher or principal practice rubrics;
- Application and use of any assessment tools used to evaluate teachers and principals;
- Application and use of State -approved locally selected measures of student achievement;
- Use of Statewide Instructional Reporting System;
- Scoring methodology used to evaluate teachers and principals.
- Specific consideration in evaluating teachers and principals of English language learners (ELLS") and students with disabilities.

The District will work with the Dutchess BOCES to ensure that lead evaluators maintain inter-rater reliability over time and that they

are re-certified on an annual basis.

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
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11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
--	---------

11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
---	---------

11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Tuesday, August 19, 2014

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. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

[assets/survey-uploads/12158/638251-3Uqgn5g9Iu/Wappingers Certification form 8_19_2014.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.

Wappingers CSD

Value Add Building Score Conversion Chart to Comparable State Growth Me

HEDI	State Provided Score:	Value Add Conversion Score:
Highly Effective	25	20
	24	20
	23	19
	22	18
Effective	21	17
	20	17
	19	17
	18	17
	17	16
	16	15
	15	14
	14	13
	13	12
	12	11
	11	10
Developing	10	9
	9	8
	8	8
	7	7
	6	6
	5	5
Ineffective	4	4
	3	3
	2	2
	1	1
	0	0

asures:

Points	Scale
15	97-100%
14	93-96%
13	89-92%
12	85-88%
11	81-84%
10	78-80%
9	76-77%
8	74-75%
7	72-73%
6	70-71%
5	65-69%
4	58-64%
3	51-57%
2	46-50%
1	41-45%
0	0-40%

WAPPINGERS CENTRAL SCHOOL DISTRICT
Observation for Professional Performance Review
Teacher of Record

Name: Building: Date of Observation:

Job Title: Tenured Probationary Year of Temporary

Subject Observed: Grade Level: Class Period/Time Observed:

Observer's Name: Observer's Job Title:

Announced Unannounced

Please place a check in one box for each indicated area. Comments are required for each category.

DEFINITIONS:

Highly Effective – Exceeds standards (Value = 2.5 points)

Effective – Meets standards (Value = 2.25 points)

Developing – Needs improvement in order to meet standards (Value = 1 point)

Ineffective – Does not meet standards (Value = 0 points)

1. PLANNING AND PREPARATION

THE TEACHER:	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
1. Demonstrates knowledge of content and pedagogy.	<input type="checkbox"/> Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher's plans and practices reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	<input type="checkbox"/> Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher's plans and practices reflect accurate understanding of the prerequisite relationships among topics and concepts. Teacher's plans and practices reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	<input type="checkbox"/> Teacher is familiar with the important concept of the discipline, but may display lack of awareness of how these concepts relate to one another. Teacher's plans and practices indicate some awareness of prerequisite relationship, although such knowledge may be inaccurate or incomplete. Teacher's plans and practices reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to students.	<input type="checkbox"/> In planning and practice, teacher makes content errors or does not correct errors. Teacher's plans and practices display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.
Anecdotal evidence:				
2. Demonstrates knowledge of students.	<input type="checkbox"/> Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.	<input type="checkbox"/> Teacher understands the active nature of student learning and attains information about levels of development for groups of students. Teacher also purposefully seeks knowledge from several sources of students' backgrounds, culture, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	<input type="checkbox"/> Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	<input type="checkbox"/> Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultural, skills, language proficiency, interest, and special needs, and does not seek such understanding
Anecdotal evidence:				
3. Sets instructional outcomes.	<input type="checkbox"/> All outcomes represent rigorous and important learning in the discipline. The outcomes are clearly written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.	<input type="checkbox"/> Most outcomes represent rigorous and important learning in discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	<input type="checkbox"/> Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	<input type="checkbox"/> Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning, and only one discipline or strand, and are suitable for only some students.

Anecdotal evidence:				
4. Designs coherent instruction.	<input type="checkbox"/> Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources, including technology, resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learning. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.	<input type="checkbox"/> Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	<input type="checkbox"/> Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	<input type="checkbox"/> The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.

Anecdotal evidence:				
5. Designs student assessments.	<input type="checkbox"/> Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.	<input type="checkbox"/> Teacher's plan for student assessment is aligned with the instructional outcomes. Assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	<input type="checkbox"/> Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	<input type="checkbox"/> Assessment procedures are not congruent with instructional outcomes. The proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.

Anecdotal evidence:

TOTAL: out of 12.5 points.

Additional comments (if any):

2. THE CLASSROOM ENVIRONMENT

THE TEACHER:	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
1. Creates an environment of respect and rapport.	<input type="checkbox"/> Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.	<input type="checkbox"/> Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	<input type="checkbox"/> Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	<input type="checkbox"/> Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, putdowns, or conflict. Teacher does not deal with disrespectful behavior.

Anecdotal evidence:				
2. Establishes a culture for learning.	<input type="checkbox"/> The classroom culture is a cognitively vibrant place characterized by a shared belief in the importance of learning.	<input type="checkbox"/> The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning	<input type="checkbox"/> The classroom culture is characterized by little commitment to learning by teacher or students. Teacher	<input type="checkbox"/> The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no

	Teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.	the norm for most students. Teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support leaning and hard work.	appears to be only “going through the motions” and students indicate that they are interested in completion of a task, rather than quality. Teacher conveys that student success is the result of natural ability rather than hard work. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.
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Anecdotal evidence:

3. Manages classroom procedures.	<input type="checkbox"/> Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	<input type="checkbox"/> There is little loss of instructional time due to effective classroom routines and procedures. Teacher’s management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	<input type="checkbox"/> Some instructional time is lost due to only partially effective classroom routines and procedures. Teacher’s management of instructional groups, transitions, and /or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	<input type="checkbox"/> Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.
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Anecdotal evidence:

4. Manages student behavior.	<input type="checkbox"/> Student behavior is entirely appropriated. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher’s monitoring of student behavior is subtle and preventive. Teacher’s response to student misbehavior is sensitive to individual student needs and respects students.	<input type="checkbox"/> Student behavior is generally appropriate. Teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	<input type="checkbox"/> Standards of conduct appear to have been established but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	<input type="checkbox"/> There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Teacher response to student’s misbehavior is repressive or disrespectful of student dignity.
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Anecdotal evidence:

5. Organizes physical space.	<input type="checkbox"/> The classroom is safe and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. Teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	<input type="checkbox"/> The classroom is safe and learning is accessible to all students. Teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	<input type="checkbox"/> The classroom is safe and essential learning is accessible to most students. Teacher’s use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	<input type="checkbox"/> The physical environment is unsafe and/or many students don’t have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.
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Anecdotal evidence:

TOTAL: out of 12.5 points.

Additional comments (if any):

3. INSTRUCTION

THE TEACHER:	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
1. Communicates with students.	<input type="checkbox"/> Teacher links the instructional purpose of the lesson to student interest. The directions and procedures are clear and anticipate possible student misunderstanding. Teacher’s explanation of content is thorough and clear, developing conceptual understanding	<input type="checkbox"/> The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning. The directions and procedures are explained clearly. Teacher’s explanation of content is well scaffolded, clear and accurate,	<input type="checkbox"/> Teacher’s attempt to explain the instructional purpose has only limited success. The directions and procedures must be clarified after initial student confusion. Teacher’s explanation of the content may contain minor errors; some portions are clear; other	<input type="checkbox"/> The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher’s explanation of the content includes errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly,

	through artful scaffolding and connecting with the students' interests. Students contribute to extending the content and in explaining concepts to their classmates. Teacher's spoken and written language is expressive and the teacher finds opportunities to extend students' vocabularies.	and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct, however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	leaving students confused.
Anecdotal evidence:				
2. Uses questioning and discussion techniques.	<input type="checkbox"/> Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	<input type="checkbox"/> While the teacher may use some low-level questions, he/she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	<input type="checkbox"/> Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	<input type="checkbox"/> Teacher's questions are of low cognitive challenge, with single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.
Anecdotal evidence:				
3. Engages students in learning.	<input type="checkbox"/> Virtually all students are intellectually engaged in challenging content, through well designed learning tasks and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.	<input type="checkbox"/> The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	<input type="checkbox"/> The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	<input type="checkbox"/> The learning tasks and activities, materials, resources, instructional groups, and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.
Anecdotal evidence:				
4. Uses assessments for instruction.	<input type="checkbox"/> Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor for progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.	<input type="checkbox"/> Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment. Questions/prompts/assessments are used to diagnose evidence of learning.	<input type="checkbox"/> Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	<input type="checkbox"/> There is little or no assessment or monitoring of student learning, feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.
Anecdotal evidence:				
5. Demonstrates flexibility and responsiveness.	<input type="checkbox"/> Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or	<input type="checkbox"/> Teacher promotes the successful learning of all students, making minor adjustments as needed to	<input type="checkbox"/> Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate	<input type="checkbox"/> Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack

	successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.	instruction plans and accommodating student questions, needs, and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	success. Teacher accepts responsibility for student success, but has only limited repertoire of strategies to draw upon.	of interest. Teacher ignores student questions. When students experience difficulty, the teacher blames the students or their home environment.
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Anecdotal evidence:

TOTAL: out of 12.5 points.

Additional comments (if any):

4. PROFESSIONAL RESPONSIBILITIES

THE TEACHER:	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING	INEFFECTIVE
1. Reflects on teaching.	<input type="checkbox"/> Teacher's assessment is thoughtful and includes specific indicators of effectiveness. Teacher's suggestions for improvement draw on an extensive repertoire.	<input type="checkbox"/> Teacher accurately assesses the effectiveness of instructional activities used. Teacher identifies specific ways the lesson might be improved.	<input type="checkbox"/> Teacher has a general sense of whether or not instructional practices were effective. Teacher offers general modifications for future instruction.	<input type="checkbox"/> Teacher considers the lesson, but draws incorrect conclusions about its effectiveness. Teacher makes no suggestions for improvement.

Anecdotal evidence:

2. Maintains accurate records.	<input type="checkbox"/> Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining non-instructional records for the class.	<input type="checkbox"/> Teacher's process for recording completion of student work is efficient and effective. Students have access to information about completed and/or missing assignments. Teacher has an efficient and effective process for recording student attainment of learning goals. Students are able to see how they're progressing. Teacher's process for recording non-instructional information is both efficient and effective.	<input type="checkbox"/> Teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. Teacher's process for tracking student progress is cumbersome to use. Teacher has a process for tracking some, but not all, non-instructional information and it may contain some errors.	<input type="checkbox"/> There is no system for either instructional or non-instructional records. Record-keeping systems are in disarray and provide incorrect or confusing information.
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Anecdotal evidence:

3. Demonstrates knowledge of resources.	<input type="checkbox"/> Texts are matched to student skill level. Teacher has ongoing relationships with universities that support student learning. Teacher maintains a log of resources for student reference. Teacher pursues apprenticeships to increase discipline knowledge. Teacher facilitates student contact with resources outside the classroom.	<input type="checkbox"/> Texts are varied levels. Texts are supplemented by guest speakers and field experiences. Teacher facilitates the use of internet resources. Resources are multidisciplinary. Teacher expands his/her knowledge through professional learning groups and organizations. Teacher pursues options offered by universities. Teacher provides lists of resources outside the classroom for students to draw on.	<input type="checkbox"/> Teacher uses materials in the school library but does not search beyond the school for resources. Teacher participates in content-area workshops offered by the school but does not pursue other professional development. Teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	<input type="checkbox"/> Teacher uses only district provided materials even when more variety would assist some students. Teacher does not seek out resources available to expand his/her own skill. Although the teacher is aware of some student needs, he does not inquire about possible resources.
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Anecdotal evidence:

4. Shows professionalism.	<input type="checkbox"/> Teacher is considered a leader in terms of honesty, integrity and confidentiality. Teacher is highly proactive in serving students. Teacher makes a concerted effort to ensure opportunities for all students to be successful. Teacher takes a leadership role in team and department decision-making. Teacher takes a leadership role	<input type="checkbox"/> Teacher is honest and known for having high standards of integrity. Teacher actively addresses student needs. Teacher actively works to provide opportunities for student success. Teacher willingly participates in team and departmental decision-making. Teacher complies completely with district	<input type="checkbox"/> Teacher is honest. Teacher notices the needs of students but is inconsistent in addressing them. Teacher does not notice that some school practices result in poor conditions for students. Teacher makes decisions professionally but on a limited basis. Teacher complies with district regulations.	<input type="checkbox"/> Teacher is dishonest. Teacher does not notice the needs of students. Teacher engages in practices that are self-serving. Teacher willfully rejects district regulations.
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	regarding district regulations.	regulations.		
Anecdotal evidence:				
5. Communicates with families.	<input type="checkbox"/> Students regularly develop materials to inform their families about the instruction program. Students maintain accurate records about their individual learning progress and frequently share this information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process. All of the teacher's communications are highly sensitive to families' cultural norms.	<input type="checkbox"/> Teacher regularly makes information about the instructional program available. Teacher regularly sends home information about student progress. Teacher develops activities designed to engage families successfully and appropriately in their children's learning. Most of the teacher's communications are appropriate to families' cultural norms.	<input type="checkbox"/> School or district -created materials about the instructional program are sent home. Teacher sends home infrequent or incomplete information about the instructional program. Teacher maintains a school-required grade book, but does little else to inform families about student progress. Some of the teacher's communications are inappropriate to the families' cultural norms.	<input type="checkbox"/> Little or no information regarding instructional program is available to parents. Families are unaware of their children's progress. Family engagement activities are lacking. There is some culturally inappropriate communication.
Anecdotal evidence:				

TOTAL: out of 12.5 points.

Additional comments (if any):

 Observer's Signature
 (Signifies review of the Observation with the Teacher)

 Date

 Teacher's Signature
 (Signifies review of the Observation)

 Date

Teacher's Comments: (Optional)

Any comments must be completed within five (5) days of the Observation review.

 Teacher's Initials
 (Only if comments are added)

 Date

 Observer's Initials
 (Signifies the review of Teacher's comments)

 Date

WAPPINGERS CENTRAL SCHOOL DISTRICT
Summative Evaluation for Professional Performance Review
Teacher of Record

Name: _____ Building(s): _____ School Year: _____

Job Title: Tenured Probationary: Year ____ of ____ Temporary

Subject(s): _____ Grade Level(s): _____

Evaluator's Name: _____ Evaluator's Job Title: _____

ATTENDANCE

Attendance through: ____ Sick: ____ days Family Sick: ____ days Personal: ____ days Other: ____ days
 Comments: _____

MEASURES OF EFFECTIVENESS

____/____	1 Planning and Preparation points based on average score from observations	_____
____/____	2. Classroom Environment points based on average score from observations	_____
____/____	3. Instruction points based on average score from observations	_____
____/____	4. Professional Responsibilities points based on average score from observations	_____
____/____	5. Collaboration	_____
____/____	6. Reflective/Responsive Practice or PGP	_____

SUBTOTAL 1-6 (rounded to whole number): _____

____/____	7. Locally-selected measures of student achievement	_____
	8. Student Growth on State Assessments	_____

TOTAL COMPOSITE SCORE:

OVERALL EVALUATION

Check the appropriate rating box.

<input type="checkbox"/> Highly Effective (91-100 points)	<input type="checkbox"/> Effective (75-90 points)	<input type="checkbox"/> Developing (65-74 points)	<input type="checkbox"/> Ineffective (0-64 points)
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 Evaluator's Signature Date Teacher's Signature Date

Teacher Comments (Optional):
 Any comments must be completed within five (5) days of the Evaluation review.

 Teacher's Initials Date Evaluator's Initials Date
 (Only if comments are added) (Signifies the review of Teacher's comments)

[Type text]

5. Collaboration: *The teacher demonstrates professional responsibility and engages relevant stakeholders to maximize student growth, development, and learning.*

Highly Effective = 2.5	Effective = 2.25	Developing = 1	Ineffective = 0
How well does the teacher get along with his/her colleagues?			
<input type="checkbox"/> Consistently exhibits collaborative relationships with colleagues to meet the learning needs of students. Takes initiative to collaborate with professionals in the school community.	<input type="checkbox"/> Maintains collaborative relationships with colleagues to meet the learning needs of students. Is willing to share ideas with others.	<input type="checkbox"/> Develops cordial relationships with colleagues to meet the learning needs of students.	<input type="checkbox"/> Teacher's relationships with colleagues are minimal or are not positive.
How well does the teacher communicate with parents, students, community members?			
<input type="checkbox"/> Teacher provides frequent information as appropriate, about the instructional program and student progress. Response to parent concerns is handled sensitively, timely and effectively.	<input type="checkbox"/> Teacher provides information, as appropriate, about the instructional program and student progress. Responds to parent concerns in a timely and appropriate manner.	<input type="checkbox"/> Teacher communicates but offers limited information. Responds to parent concerns, although not always in a timely manner.	<input type="checkbox"/> Teacher provides inadequate information about student progress and his/her instructional program. Does not respond or ineffectively responds to parent concerns.

Comments:

6. Reflective and Responsive Practice: *The teacher sets informed goals and strives for continuous professional growth.*

Highly Effective = 2.5	Effective = 2.25	Developing = 1	Ineffective = 0
How aware is the teacher of current instructional "best practices"?			
<input type="checkbox"/> Teacher has extensive knowledge of best practices and consistently implements them in daily instruction. There is evidence of continuous self-evaluation for effectiveness.	<input type="checkbox"/> Teacher knows and effectively implements best practices on a daily basis.	<input type="checkbox"/> Teacher's knowledge and implementation of best practices into daily lesson planning is in the beginning stages of development.	<input type="checkbox"/> Teacher adheres to a rigid instruction plan and does not adapt lessons when needed.
How willing is the teacher to take responsibility for student learning and make adjustments to his/her own practice?			
<input type="checkbox"/> Teacher understands his/her role in student success and consistently engages in self-reflective practice that leads to a positive impact on student learning.	<input type="checkbox"/> Teacher often engages in self-reflective practice and is able to make adjustments that positively impact student learning.	<input type="checkbox"/> Teacher demonstrates a willingness to engage in self-reflection and make adjustments.	<input type="checkbox"/> Teacher rarely engages in self-reflection and does not accept responsibility for lack of student progress.

Comments:

The Wappingers Central School District's Professional Growth Plan (PGP) is aligned to the domains of the Danielson Rubric as follows:

Professional Growth Plan (PGP)	Section of Obs. & Eval.
Goal = What Performance area are you targeting for growth?	Planning and Preparation Reflective and Responsive Practice
Rationale = Why do you want to target this area?	Professional Responsibilities Collaboration
Method = What is your plan of action?	Planning and Preparation Reflective and Responsive Practice Instruction (May be aligned to 1,2, and/or 3)
Anticipated Responsibilities = How will this enhance your professional performance? What evidence will demonstrate that you have achieved your target or growth?	Collaboration Reflective and Responsive Practice

**WAPPINGERS CENTRAL SCHOOL DISTRICT
Professional Growth Goal Setting Plan**

Name: Building(s):

Job Title: School Year:

Evaluator's Name: Evaluator's Job Title:

A. Goal: What Performance Areas are you targeting for growth?

B. Rationale: Why do you want to target this area?

C. Method: What is your plan of action?

D. Anticipated Results: How will this enhance your professional performance? What evidence will demonstrate that you have achieved your target for growth?

The following signatures are required as part of the approval process before the plan is implemented.

Staff Member's Signature _____ Date _____

Evaluator's Signature _____ Date _____

This plan may be initiated any time after June 1 of the year prior to the school year in which it will be implemented. It must be completed and agreed upon by September 30 of the target year.

**WAPPINGERS CENTRAL SCHOOL DISTRICT
Professional Growth Plan Evaluation**

Name: Building(s):

Job Title: School Year:

Evaluator's Name: Evaluator's Job Title:

E. Evaluation: The following section is to be completed at the end of the target year, prior to the last work day.

Performance Improvement Target was (as evaluated by teacher evidence):

- Fully Accomplished (Highly Effective) = 5 Substantially Accomplished (Effective) = 4.5
 Partially Accomplished (Developing) = 2 Not Accomplished (Ineffective) = 0

Staff Member's Comments: _____

Staff Member's Signature _____ Date _____

EVALUATOR'S COMMENTS:

Evaluator's Signature _____ Date _____

**WAPPINGERS CENTRAL SCHOOL DISTRICT
Teacher Improvement Plan**

Name: _____ Building(s): _____ Date Plan Issued: _____

Job Title: _____ Tenured Probationary: Year _____ of _____ Temporary

Evaluator's Name: _____ Evaluator's Job Title: _____

Effective Dates of Plan: _____ to _____

I. Area(s) in need of improvement

II. Performance goals, expectations, benchmarks, standards, and timelines the teacher must meet in order to achieve an Effective rating

III. How improvement will be measured and monitored

IV. Appropriate differentiated professional development opportunities, materials, resources, and supports the District will make available to assist the teacher *

V. The specific anticipated frequency and duration of meetings of the teacher and administrator (and mentor, if one is assigned) to assess the effectiveness and appropriateness of this Plan in assisting the teacher to achieve the goals set forth in this Plan **

Signature(s)/Title of Administrator(s)

Date

Signature of Teacher

Date

* In the event the administrator(s) recommend coursework, any tuition costs or registration fees shall be borne by the District in their entirety.

** Based on the outcome, this Plan shall be modified accordingly.

Wappingers CSD

Value Add Building Score Conversion Chart to Comparable Local Measures:

Comparable Local Growth Measures:	Local	Value Added Conversion Score
Highly Effective	20	15
	19	15
	18	14
Effective	17	13
	16	13
	15	12
	14	12
	13	11
	12	11
	11	10
	10	9
Developing	9	8
	8	7
	7	7
	6	6
	5	5
	4	4
Ineffective	3	3
	2	2
	1	1
	0	0

Appendix A.4a

20% Locally-Selected Measures of Student Achievement
For Secondary Principals
of Senior High Schools
Common Core and
Integrated Algebra 1 Regents (50% of 20 points)

Rating	% Achieving a Score of 65 to 100	Overall Value	Rounded Value
Highly Effective	96-100	10	10
Highly Effective	91-95	9.5	10
Highly Effective	86-90	9.0	9
Effective	81-85	8.5	8
Effective	76-80	8.0	8
Effective	72-75	7.5	8
Effective	68-71	7.0	7
Effective	64-67	6.5	7
Effective	60-63	6.0	6
Effective	58-59	5.5	6
Effective	56-57	5.0	5
Effective	53-55	4.5	5
Developing	50-52	4.0	4
Developing	44-49	3.5	4
Developing	38-43	3.0	3
Developing	31-37	2.5	3
Developing	26-30	2.0	2
Developing	21-25	1.5	2
Ineffective	16-20	1.0	1
Ineffective	11-15	0.5	1
Ineffective	0-10	0	0

The Integrated Algebra Regents shall comprise 50% of the locally-selected measure of student achievement in all senior high schools including Orchard View.

Appendix A.4b

20% Locally-Selected Measures of Student Achievement
For Secondary Principals
of Senior High Schools
Living Environment Regents (50% of 20 points)

Rating	% Achieving a Score of 65 to 100	Overall Value	Rounded Value
Highly Effective	96-100	10	10
Highly Effective	91-95	9.5	10
Highly Effective	86-90	9.0	9
Effective	81-85	8.5	8
Effective	76-80	8.0	8
Effective	72-75	7.5	8
Effective	68-71	7.0	7
Effective	64-67	6.5	7
Effective	60-63	6.0	6
Effective	58-59	5.5	6
Effective	56-57	5.0	5
Effective	53-55	4.5	5
Developing	50-52	4.0	4
Developing	44-49	3.5	4
Developing	38-43	3.0	3
Developing	31-37	2.5	3
Developing	26-30	2.0	2
Developing	21-25	1.5	2
Ineffective	16-20	1.0	1
Ineffective	11-15	0.5	1
Ineffective	0-10	0	0

The Living Environment Regents shall comprise 50% of the locally-selected measure of student achievement in all senior high schools including Orchard View.

We understand the final score must be a whole number.

**WAPPINGERS CENTRAL SCHOOL DISTRICT
PRINCIPAL PERFORMANCE APPRAISAL SYSTEM
WAPPINGERS ADMINISTRATORS ASSOCIATION**

APPENDIX A: HEDI SCORING BANDS FOR PRINCIPAL PROFESSIONAL PERFORMANCE REVIEW

Appendix A.1a			
20% Locally-Selected Measures of Student Achievement For Elementary Principals of Schools That Do Not Include Grade 4			
Acuity Created Grade 3 Math Assessment (50% of 20 points)			
Rating	% Achieving Growth Target	Overall Value	Rounded Value
Highly Effective	98-100 10		10
Highly Effective	94-97 9.5		10
Highly Effective	90-93 9		9
Effective 88-89		8.5	8
Effective 86-87		8	8
Effective 83-85		7.5	8
Effective 82		7	7
Effective 81		6.5	7
Effective 80		6	6
Effective 79		5.5	6
Effective 77-78		5	5
Effective 75-76		4.5	5
Developing 73-74		4	4
Developing 70-72		3.5	4
Developing 65-69		3	3
Developing 60-64		2.5	3
Developing 55-59		2	2
Developing 50-54		1.5	2
Ineffective 46-49		1	1
Ineffective 41-45		.5	1
Ineffective 0-40		0	0
The Acuity assessment shall comprise 50% of the locally selected measure of student achievement in all elementary schools that do not include grade 4.			

Appendix A.1b			
20% Locally-Selected Measures of Student Achievement For Elementary Principals of Schools That Do Not Include Grade 4			
Wappingers Developed Grade 2 Math Assessment (50% of 20 points)			
Rating	% Achieving Growth Target	Overall Value	Rounded Value
Highly Effective	98-100 10		10
Highly Effective	94-97 9.5		10
Highly Effective	90-93 9		9
Effective 88-89		8.5	8
Effective 86-87		8	8
Effective 83-85		7.5	8
Effective 82		7	7
Effective 81		6.5	7
Effective 80		6	6
Effective 79		5.5	6
Effective 77-78		5	5
Effective 75-76		4.5	5
Developing 73-74		4	4
Developing 70-72		3.5	4
Developing 65-69		3	3
Developing 60-64		2.5	3
Developing 55-59		2	2
Developing 50-54		1.5	2
Ineffective 46-49		1	1
Ineffective 41-45		.5	1
Ineffective 0-40		0	0
The Wappingers Developed assessment shall comprise 50% of the locally selected measure of student achievement in all elementary schools that do not include grade 4.			

We understand the final score must be a whole number.

**WAPPINGERS CENTRAL SCHOOL DISTRICT
VISITATION FOR PRINCIPAL PROFESSIONAL PERFORMANCE REVIEW**

Principal School School Year Visitation #

Assistant Superintendent Administration

Visit Date Announced Date of Pre-Visit Meeting Unannounced

Date of Post-Visit Meeting

DOMAIN 1 – SHARED VISION OF LEARNING

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Highly Effective **Effective** **Developing** **Ineffective**
 10.67 10.13 9.24 0

Evidence/Comments (*Artifacts in support of domain may be attached*):

DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Highly Effective **Effective** **Developing** **Ineffective**
 11.33 10.80 9.82 0

Evidence/Comments (*Artifacts in support of domain may be attached*):

DOMAIN 3 – SAFE, EFFICIENT, and EFFECTIVE LEARNING ENVIRONMENT

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Highly Effective **Effective** **Developing** **Ineffective**
 8.00 7.60 6.93 0

Evidence/Comments (*Artifacts in support of domain may be attached*):

DOMAIN 4 – COMMUNITY

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Highly Effective **Effective** **Developing** **Ineffective**
 6.00 5.76 5.20 0

Evidence/Comments (*Artifacts in support of domain may be attached*):

DOMAIN 5 – INTEGRITY, FAIRNESS, and ETHICS

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Highly Effective **Effective** **Developing** **Ineffective**
 2.67 2.53 2.31 0

Evidence/Comments (*Artifacts in support of domain may be attached*):

DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL CONTEXT

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Highly Effective **Effective** **Developing** **Ineffective**
 1.33 1.27 1.16 0

Evidence/Comments (*Artifacts in support of domain may be attached*):

TOTAL SCORE: /40 Pts

VISITATION OVERALL RATING:

Visitation Scoring Bands	
Highly Effective	39.28 – 40.00
Effective	37.94 – 39.27
Developing	33.28 – 37.93
Ineffective	00.00 – 33.27

Asst Supt for Administration Signature: _____	Date: _____
Principal’s Signature: _____	Date: _____
<i>The principal’s signature indicates he/she has received a copy of this Visitation report. The Principal may submit a written response.</i>	

WAPPINGERS CENTRAL SCHOOL DISTRICT
PRINCIPAL PERFORMANCE APPRAISAL SYSTEM
WAPPINGERS ADMINISTRATORS ASSOCIATION

ANNUAL CONFERENCE FOR PRINCIPAL PROFESSIONAL PERFORMANCE REVIEW

Principal School School Year

Assistant Superintendent Administration

Annual Conference Date

DOMAIN 1 – SHARED VISION OF LEARNING

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Highly Effective **Effective** **Developing** **Ineffective**
 5.33 5.07 4.62 0

Evidence/Comments (Artifacts in support of domain may be attached):

DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Highly Effective **Effective** **Developing** **Ineffective**
 5.67 5.40 4.91 0

Evidence/Comments (Artifacts in support of domain may be attached):

DOMAIN 3 – SAFE, EFFICIENT, and EFFECTIVE LEARNING ENVIRONMENT

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Highly Effective **Effective** **Developing** **Ineffective**
 4.00 3.80 3.47 0

Evidence/Comments (Artifacts in support of domain may be attached):

DOMAIN 4 – COMMUNITY

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Highly Effective **Effective** **Developing** **Ineffective**
 3.00 2.88 2.60 0

Evidence/Comments (Artifacts in support of domain may be attached):

DOMAIN 5 – INTEGRITY, FAIRNESS, and ETHICS

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Highly Effective

1.33

Effective

1.27

Developing

1.16

Ineffective

0

Evidence/Comments (*Artifacts in support of domain may be attached*):

DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL CONTEXT

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Highly Effective

.67

Effective

.63

Developing

.58

Ineffective

0

Evidence/Comments (*Artifacts in support of domain may be attached*):

TOTAL SCORE: /20 Pts

COMMENTS:

Asst Supt for Administration Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

The principal's signature indicates he/she has received a copy of this Annual Conference report. The Principal may submit a written response.

WAPPINGERS CENTRAL SCHOOL DISTRICT
PRINCIPAL PERFORMANCE APPRAISAL SYSTEM
WAPPINGERS ADMINISTRATORS ASSOCIATION

PRINCIPAL IMPROVEMENT PLAN

Name: Job Title: School:

Assistant Superintendent Administration: Date Plan Issued:

Effective Dates of Principal Improvement Plan: From: To:

I. Area(s) in need of improvement

II. Performance goals, expectations, benchmarks, standards, and timelines the Principal must meet in order to achieve an Effective rating

III. How improvement will be measured and monitored

IV. Appropriate differentiated professional development opportunities, materials, resources, and supports the District will make available to assist the Principal *

V. The specific anticipated frequency and duration of meetings of the Principal and Assistant Superintendent (and mentor, if one is assigned) to assess the effectiveness and appropriateness of this Plan in assisting the Principal to achieve the goals set forth in this Plan **

Signature of Assistant Superintendent Date

Signature of Principal Date

* In the event the Assistant Superintendent for Administration recommends coursework, any tuition costs or registration fees shall be borne by the District in their entirety.
** Based on the outcome, this Plan shall be modified accordingly.

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 certify that this APPR plan is the district's or BOCES' complete APPR plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

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, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date: 8/13/14

Teachers Union President Signature: Date: 8/19/14

Administrative Union President Signature: Date: 8/15/14

Board of Education President Signature: Date: 8/14/2014