



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

Commissioner of Education
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December 12, 2012

Tim Lange, Superintendent
Waterford-Halfmoon Union Free School District
125 Middletown Road
Waterford, NY 12188

Dear Superintendent Lange:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: James P. Dexter

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 03, 2012

Updated Thursday, October 18, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 522101030000

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

522101030000

1.2) School District Name: WATERFORD-HALFMOON UFSD

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

WATERFORD-HALFMOON UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Thursday, May 03, 2012

Updated Wednesday, December 12, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Waterford-Halfmoon District-developed assessment in ELA Grade K
1	District, regional, or BOCES-developed assessment	Waterford-Halfmoon District-developed assessment in ELA Grade 1
2	District, regional, or BOCES-developed assessment	Waterford-Halfmoon District-developed assessment in ELA Grade 2

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the HEDI scale will be used to determine the appropriate points and HEDI category for each teacher. Because our K-3 teachers are common branch, the points assigned for the ELA SLO will be averaged to determine the amount of comparable growth measures subcomponent points and HEDI rating.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Based on the District's goals and priorities, a large majority of the students meet district target goals in the areas of language arts as evaluated by district-created ELA assessments and/or the NYS ELA assessment for grade 3.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Based on the District's goals and priorities, a majority of the students meet district target goals in the areas of language arts as evaluated by district-created ELA assessments and/or the NYS ELA assessment for grade 3.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Based on the District's goals and priorities, some of the students meet district target goals in the areas of language arts as evaluated by district-created ELA assessments and/or the NYS ELA assessment for grade 3.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Based on the District's goals and priorities, few students meet district target goals in the areas of language arts as evaluated by district-created ELA assessments and/or the NYS ELA assessment for grade 3.</p>

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Waterford-Halfmoon District-developed assessment in Math Grade K
1	District, regional, or BOCES-developed assessment	Waterford-Halfmoon District-developed assessment in Math Grade 1

2	District, regional, or BOCES-developed assessment	Waterford-Halfmoon District-developed assessment in Math Grade 2
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the HEDI scale will be used to determine the appropriate points and HEDI category for each teacher. Because our K-3 teachers are common branch, the points assigned for the math SLO's will be averaged to determine the amount of comparable growth measures subcomponent points and HEDI rating.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a large majority of the students meet district target goals in the areas of math as evaluated by district-created math assessments and/or the NYS math assessment for grade 3.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a majority of the students meet district target goals in the areas of math as evaluated by district-created math assessments and/or the NYS math assessment for grade 3
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, some of the students meet district target goals in the areas of math as evaluated by district-created math assessments and/or the NYS math assessment for grade 3
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, few students meet district target goals in the areas of math as evaluated by district-created math assessments and/or the NYS math assessment for grade 3

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	Waterford-Halfmoon District developed grade 6 science assessment
7	District, regional or BOCES-developed assessment	Waterford-Halfmoon District 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the HEDI scale will be used to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a large majority of the students meet district target goals in the areas of science as evaluated by district-created science assessments
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, a majority of the students meet district target goals in the areas of science as evaluated by district-created science assessments
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, some of the students meet district target goals in the areas of science as evaluated by district-created science assessments
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Based on the District's goals and priorities, few students meet district target goals in the areas of science as evaluated by district-created science assessments.

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	Waterford-Halfmoon District developed assessment for Grade 6 SS
7	District, regional or BOCES-developed assessment	Waterford-Halfmoon District developed assessment for Grade 7 SS
8	District, regional or BOCES-developed assessment	Waterford-Halfmoon District developed assessment for Grade 8 SS

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the HEDI scale will be used to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of the students meet district target goals in the areas of social studies as evaluated by district-created social studies assessments
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a majority of the students meet district target goals in the areas of social studies as evaluated by district-created social studies assessments
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, some of the students meet district target goals in the areas of social studies as evaluated by district-created social studies assessments
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, few students meet district target goals in the areas of studies as evaluated by district-created social studies assessments

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	Waterford-Halfmoon District developed assessment Global 1

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the HEDI scale will be used to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of the students meet district target goals in the areas of social studies as evaluated by district-created social studies assessments
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a majority of the students meet district target goals in the areas of social studies as evaluated by district-created social studies assessments
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, some of the students meet district target goals in the areas of social studies as evaluated by district-created social studies assessments
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, few students meet district target goals in the areas of studies as evaluated by district-created social studies assessments

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the HEDI scale will be used to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of the students meet district target goals in the areas of science as evaluated by NYS Regents science assessments
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a majority of the students meet district target goals in the areas of science as evaluated by NYS Regents science assessments
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, some of the students meet district target goals in the areas of science as evaluated by NYS Regents science assessments
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, few of the students meet district target goals in the areas of science as evaluated by NYS Regents science assessments

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the HEDI scale will be used to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of the students meet district target goals in the areas of math as evaluated by NYS Regents math assessments
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a majority of the students meet district target goals in the areas of math as evaluated by NYS Regents math assessments
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, some of the students meet district target goals in the areas of math as evaluated by NYS Regents math assessments
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, few of the students meet district target goals in the areas of math as evaluated by NYS Regents math assessments

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	WSWHE BOCES-developed assessment for 9th grade ELA
Grade 10 ELA	District, regional or BOCES-developed assessment	WSWHE BOCES-developed assessment for 10th grade ELA
Grade 11 ELA	Regents assessment	NYS Comprehensive Regents assessment ELA

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined, the HEDI scale will be used to determine the appropriate points and HEDI category for each teacher.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Based on the District's goals and priorities, a large majority of the students meet district target goals in the areas of ELA as evaluated by BOCES-created ELA assessments
Effective (9 - 17 points) Results meet District goals for similar students.	Based on the District's goals and priorities, a majority of the students meet district target goals in the areas of ELA as evaluated by BOCES-created ELA assessments
Developing (3 - 8 points) Results are below District goals for similar students.	Based on the District's goals and priorities, some of the students meet district target goals in the areas of ELA as evaluated by BOCES-created ELA assessments
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Based on the District's goals and priorities, few of the students meet district target goals in the areas of ELA as evaluated by BOCES-created ELA assessments

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
Spanish 1, 2	District, Regional or BOCES-developed	Waterford-Halfmoon District-developed assessment for Spanish 1 and 2
Art K-12	District, Regional or BOCES-developed	WSWHE BOCES-developed assessment for Art K-12

Physical Education K-12	District, Regional or BOCES-developed	WSWHE BOCES-developed assessment for PE K-12
Music K-12	District, Regional or BOCES-developed	WSWHE BOCES-developed assessment for Music K-12
Business/Distributive Education	District, Regional or BOCES-developed	Waterford-Halfmoon District-developed assessment Career Financial Management; Keyboarding
Family/Consumer Science 7, 8	District, Regional or BOCES-developed	Waterford-Halfmoon District-developed assessment FACS 7, 8
Technology 7	District, Regional or BOCES-developed	Waterford-Halfmoon District-developed assessment for Technology 7
Technology 8	District, Regional or BOCES-developed	Waterford-Halfmoon District-developed assessment for Technology 8
Special Education, self-contained	State Assessment	State assessment ELA, Math 3, 4, 5, 6
Special Education 3-8, Math and ELA push in/pull out	State Assessment	State assessment ELA, Math, 3,4,5,6,7,8
ESL	State Assessment	NYSESLAT
Reading	District, Regional or BOCES-developed	Waterford-Halfmoon District-developed assessment grades 1, 9,
English 12	District, Regional or BOCES-developed	WSWHE BOCES-developed assessment English 12
Health	District, Regional or BOCES-developed	Waterford-Halfmoon District-developed assessment Health 7, Health 10-11
Special Education, Social Studies push in/pull out	State Assessment	NYS Regents assessment: Global Studies and US History
Special Education Science push in/pull out	State Assessment	NYS Regents assessments in Physical Science, Living Environment, Chemistry
Special Education ELA 9, 10, 12 push in/pull out	District, Regional or BOCES-developed	WSWHE BOCES developed ELA assessment for grades 9, 10, 12
Special Education ELA 11, push in/pull out	State Assessment	NYS Regents assessment ELA
Special Education Math 9-12, push in/pull out	State Assessment	NYS Regents assessments, Algebra, Int. Algebra Trig, Geometry

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

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

Teachers and their building principals will collaboratively develop SLO's based on their student rosters using available background and baseline data. Appropriate and rigorous targets will be set for each SLO. After the specified assessment is administered and scored, the building principals will determine the percentage of students who met the differentiated targets (based on each SLO). After this percentage is determined,

the HEDI scale will be used to determine the appropriate points and HEDI category for each teacher.

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

Based on the District's goals and priorities, a large majority of the students meet district target goals in the subject area as evaluated by BOCES or district-created assessments

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

Based on the District's goals and priorities, a majority of the students meet district target goals in the subject area as evaluated by BOCES or district-created assessments

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

Based on the District's goals and priorities, some of the students meet district target goals in the subject area as evaluated by BOCES or district-created assessments

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

Based on the District's goals and priorities, few of the students meet district target goals in the subject area as evaluated by BOCES or district-created assessments

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/124575-TXEttx9bQW/APPR Teacher HEDI Growth 201213_1.docx

2.12) Locally Developed Controls

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

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

N/A

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Thursday, May 03, 2012

Updated Tuesday, December 11, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed Grade 4 ELA assessment
5	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed Grade 5 ELA assessment

6	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed Grade 6 ELA assessment
7	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed Grade 7 ELA assessment
8	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed Grade 8 ELA assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	It is the District expectation that students will achieve a score of 70% or higher on the summative assessment in the spring.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students achieved targeted score
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	73-89.99% of students achieved targeted score
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	68-72.99% of students achieved targeted score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-67.99% of students achieved targeted score

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed Grade 4 Math assessment
5	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed Grade 5 Math assessment
6	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed Grade 6 Math assessment
7	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed Grade 7 Math assessment
8	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed Grade 8 Math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	It is the District expectation that students will achieve a score of 70% or higher on the summative assessment in the spring.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students achieved targeted score
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	73-89.99% of students achieved targeted score
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	68-72.99% of students achieved targeted score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-67.99% of students achieved targeted score

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/5139/124576-rhJdBgDruP/APPR Local Measures HEDI_1.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade

math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	WSWHE BOCES-developed ELA grade K
1	5) District, regional, or BOCES-developed assessments	WSWHE BOCES-developed assessment t ELA grade 1
2	5) District, regional, or BOCES-developed assessments	WSWHE BOCES-developed assessment ELA grade 2
3	5) District, regional, or BOCES-developed assessments	WSWHE BOCES-developed assessment ELA grade 3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	It is the District expectation that students will achieve a score of 70% or higher on the summative assessment in the spring.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students achieved targeted score
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74-84.99% of students achieved targeted score
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	68-73.99% of students achieved targeted score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-67.99% of students achieved targeted score

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	WSWHE BOCES-developed assessment Math grade K
1	5) District, regional, or BOCES–developed assessments	WSWHE BOCES-developed assessment Math grade 1
2	5) District, regional, or BOCES–developed assessments	WSWHE BOCES-developed assessment Math grade 2
3	5) District, regional, or BOCES–developed assessments	WSWHE BOCES-developed assessment Math grade 3

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	It is the District expectation that students will achieve a score of 70% or higher on the summative assessment in
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this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	the spring.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students achieved targeted score
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74-84.99% of students achieved targeted score
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	68-73.99% of students achieved targeted score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-67.99% of students achieved targeted score

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed assessments grade 6 science
7	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed assessment 7th grade science
8	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed assessment 8th grade science

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	It is the District expectation that students will achieve a score of 70% or higher on the summative assessment in the spring.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students achieved targeted score
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74-84.99% of students achieved targeted score
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	68-73.99% of students achieved targeted score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-67.99% of students achieved targeted score

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed assessment 6th grade SS
7	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed assessment 7th grade SS
8	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed assessment 8th grade SS

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.	It is the District expectation that students will achieve a score of 70% or higher on the summative assessment in the spring.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students achieved targeted score
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74-84.99% of students achieved targeted score
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	68-73.99% of students achieved targeted score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-67.99% of students achieved targeted score

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed assessment Global 1
Global 2	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed assessment Global 2

American History	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed assessment American History
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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.	It is the District expectation that students will achieve a score of 70% or higher on the summative assessment in the spring.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students achieved targeted score
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74-84.99% of students achieved targeted score
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	68-73.99% of students achieved targeted score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-67.99% of students achieved targeted score

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed assessment Living Environment
Earth Science	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed assessment Earth Science
Chemistry	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed assessment Chemistry
Physics	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed assessment Physics

For High School Science: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	It is the District expectation that students will achieve a score of 70% or higher on the summative assessment in the spring.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students achieved targeted score
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	68-73.99% of students achieved targeted score
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74-84.99% of students achieved targeted score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-67.99% of students achieved targeted score

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed assessment Algebra 1
Geometry	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed assessment Geometry
Algebra 2	5) District, regional, or BOCES–developed assessments	Waterford-Halfmoon District-developed assessment Algebra

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	It is the District expectation that students will achieve a score of 70% or higher on the summative assessment in
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this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	the spring.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students achieved targeted score
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74-84.99% of students achieved targeted score
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	68-73.99% of students achieved targeted score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-67.99% of students achieved targeted score

3.11) High School English Language Arts

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	It is the District expectation that students will achieve a score of 70% or higher on the summative assessment in the spring.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students achieved targeted score
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74-84.99% of students achieved targeted score

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	68-73.99% of students achieved targeted score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-67.99% of students achieved targeted score

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
Physical Education K-12	5) District/regional/BOCES-developed	WSWHE BOCES-developed assessment PE per grade level
Art K-12	5) District/regional/BOCES-developed	WSWHE BOCES-developed art assessment, per grade level
Music K-12	5) District/regional/BOCES-developed	WSWHE BOCES-developed music assessment per grade level
Business/Distributive Education	5) District/regional/BOCES-developed	Waterford-Halfmoon District-developed assessment, business/distributive education
Spanish	5) District/regional/BOCES-developed	Waterford-Halfmoon District-developed assessment Spanish
Family/Consumer Science	5) District/regional/BOCES-developed	Waterford-Halfmoon District-developed assessment FACS
Technology	5) District/regional/BOCES-developed	Waterford-Halfmoon District-developed assessment Technology
Reading	5) District/regional/BOCES-developed	Waterford-Halfmoon District-developed assessment for Reading
Library Media	5) District/regional/BOCES-developed	WSWHE BOCES-developed assessment Library Media
Health	5) District/regional/BOCES-developed	Waterford-Halfmoon District-developed assessment Health
ESL	3) Teacher specific achievement/growth score computed locally	NYSESLAT
Special Education, self-contained	5) District/regional/BOCES-developed	Waterford-Halfmoon District-developed assessment ELA and Math
Special Education, push in/pull out	5) District/regional/BOCES-developed	Waterford-Halfmoon District-developed assessment ELA and Math
English 12	5) District/regional/BOCES-developed	WSWHE BOCES-developed assessment English 12

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.	It is the District expectation that students will achieve a score of 70% or higher on the summative assessment in the spring.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	85-100% of students achieved targeted score
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	74-84.99% of students achieved targeted score
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	68-73.99% of students achieved targeted score
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-67.99% of students achieved targeted score

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/124576-y92vNseFa4/APPR Local Measures HEDI.docx

3.14) Locally Developed Controls

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

N/A

3.15) Teachers with More Than One Locally Selected Measure

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

Teachers with more than one locally selected measure will have their scores combined commensurate with the ratio of students tested or the number of assessments administered to the same population.

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 Thursday, May 03, 2012

Updated Tuesday, December 04, 2012

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric (2012 Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	40
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	20

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

For the NYSUT 2012 practice rubric, each observation will be evaluated using a 1-4 rating scale. With each observation, each of the elements in the NYSUT 2012 rubric will receive a score of 1-4, and those scores will be averaged, resulting in an overall rating between 1-40. The 40 points will then be converted, resulting in a 1-4 rating. Teachers will also be evaluated on their evidence binder, which will incorporate various elements of the NYSUT 2012 practice rubric. The evidence binder review will result in a third score, also with the 1-4 range. The three scores (two observations worth 40 pts. + evidence binder worth 20 pts) will be converted to an overall HEDI rating using a conversion chart (attached).

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

assets/survey-uploads/5091/124577-eka9yMJ855/Conv Chart Local 60 and Binder Rev Room.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Overall performance and results exceed expectations and standards. The points available in the Highly Effective category will be assigned based on the average rubric score (two observations of 40 pts + evidence binder of 20 pts) and using a conversion table.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results meet expectations and standards. The points available in the Effective category will be assigned based on the average rubric score (two observations of 40 pts + evidence binder of 20 pts) and using a conversion table.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results need improvement in order to meet expectations/standards. The points available in the Developing category will be assigned based on the average rubric score (two observations of 40 pts + evidence binder of 20 pts) and using a conversion table.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results do not meet standards/expectations. The points available in the Ineffective category will be assigned based on the average rubric score (two observations of 40 pts + evidence binder of 20 pts) and using a conversion table.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	47-56
Ineffective	0-46

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Not Applicable
-

5. Composite Scoring (Teachers)

Created Thursday, May 03, 2012

Updated Tuesday, December 04, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58
Developing	47-56
Ineffective	0-46

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, May 03, 2012

Updated Thursday, October 18, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/124579-Df0w3Xx5v6/APPR TIP Form.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPR Appeals

A. Teacher Request for Supporting Documents

Within three (3) school days of receipt of the APPR, a teacher may request, in writing, that the lead evaluator issuing the APPR

provide to the teacher and the superintendent of schools a copy of any and all documents and written materials upon which the APPR was based. The authoring lead evaluator shall provide all such documents within three (3) school days of the request. Only materials provided in response to this request shall be considered in the deliberations as to the validity of the APPR.

B. Right to Appeal

1.) Only tenured teachers who receive an APPR rating of "Ineffective" or "Developing" may appeal their APPR through the procedure herein. A teacher may file only one appeal from a single APPR.

2.) Probationary teachers may not file appeals through the procedure established herein but may file a written rebuttal which shall be attached to the APPR. Only probationary teachers may challenge claims of APPR procedural violations through the contractual grievance procedure.

C. Filing of Appeal by Tenured Teacher

A tenured teacher may file a written appeal of the APPR within ten (10) school days of the receipt of the requested supporting documents. Any appeal shall be filed with the superintendent of schools.

An appeal of an APPR must be based upon one or more of the following grounds:

a. The substance of the APPR;

b. The District's failure to adhere to the standards and methodologies required for the APPR that are set forth in Education Law§3012-c and applicable rules and regulations;

c. The District's failure to comply with locally negotiated procedures; and

d. The District's failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law§3012-c.

The written appeal document must clearly identify the grounds for appeal, and shall explain, in detail, why the appealing teacher believes the APPR should be appropriately modified.

D. Review by APPR Appeals Committee

Appeals shall be referred for consideration by the APPR Appeals Committee, a committee made up of:

a. the Superintendent of Schools,

b. one administrator from within the District appointed by the Superintendent of Schools, and

c. two tenured teachers from within the District appointed by the Waterford Teachers' Association Executive Board.

All members shall be required to complete the training required of lead evaluators under the APPR regulations prior to hearing any APPR appeal.

No teacher who authored an APPR may be appointed to the APPR Appeals Committee for the purpose of reviewing his/her own appeal.

If a member of the committee wishes to be excused from consideration of any appeal, the member will be excused without prejudice. If the excused member is an administrator, the Superintendent of Schools will select a suitable replacement. If the member is a teacher, the Waterford Teachers' Association will select a suitable replacement.

The Superintendent of Schools and the Waterford Teachers' Association agree that no APPR Appeals Committee shall include members whose working or social relationship with the appealing teacher presents a conflict of interest. If a perceived conflict of interest is brought to the attention of the APPR Appeals Committee, the President of the Waterford Teachers' Association (or designee) and the Superintendent of Schools shall come to consensus on whether such perceived conflict of interest requires a change in committee membership for that appeal.

The APPR Appeals Committee shall not include a lead evaluator (including the Superintendent of Schools) who has conducted an evaluation the substance of which is being appealed. The Superintendent of Schools shall appoint an administrator as a replacement to

sit on the committee in such a case.

The APPR Appeals Committee shall convene to consider the appeal within ten (10) school days of the filing of the appeal. The initial review of the written appeal, including any and all documents provided in Section A of the appeals process, shall take place at the committee's first scheduled meeting, which shall occur within ten (10) days of the filing of the appeal. The appealing teacher and the authoring administrator shall make themselves available for the duration of the Committee's meetings. At the discretion of the committee, the appealing teacher and/or authoring administrator may be invited to provide clarification during this review.

It shall be the duty of the committee to answer the question, "has the teacher demonstrated that the APPR should be appropriately modified?" In the course of answering this question, the committee may consider claims of procedural violations and shall determine whether the claimed violations are significant enough to negate the APPR.

E. Determination of Appeal

Upon the conclusion of its consideration of an appeal, each member of the committee shall vote to either uphold the APPR, or appropriately modify the APPR. It shall be the committee's duty to arrive at a decision. The committee shall be considered to have reached its decision when a majority vote has occurred (i.e., 3-1, 4-0). If a teacher successfully appeals a TIP, a rating of "ineffective" or "developing" shall remain but shall not be used by the District as a factor in employment decisions for that teacher. A new TIP will be developed in the subsequent school year.

The committee shall give written notice of its decision within days (5) school days to the Superintendent of Schools, and the decision of the committee shall be final. The Superintendent of Schools shall schedule a meeting with the appealing teacher and an association representative if desired) to discuss the findings of the committee within five (5) school days of receipt of the committee's decision.

Timeline:

- 1. Teacher may request that the lead evaluator issuing the APPR provide to the teacher and the superintendent of schools a copy of any and all documents and written materials upon which the APPR was based (within 3 days of receipt of APPR)*
- 2. The authoring lead evaluator shall provide all such documents requested. (within three (3) school days of the request)*
- 3. Teacher files a written appeal of the APPR within ten (10) school days of the receipt of the requested supporting documents.*
- 4. The APPR Appeals Committee shall convene to consider the appeal within ten (10) school days of the filing of the appeal.*
- 5. The committee shall give written notice of its decision within days (5) school days to the Superintendent of Schools.*
- 6. The Superintendent of Schools shall schedule a meeting with the appealing teacher and an association representative if desired) to discuss the findings of the committee within five (5) school days of receipt of the committee's decision.*

F. Costs

All costs associated with APPR appeal process including, but not limited to, substitute pay and training for Waterford Teachers' Association members who will sit on an appeals committee, shall be borne by the District in their entirety.

G. Professional Conduct

The appeal process, by nature, is a confidential matter. Members of the appeals committee are prohibited from discussing any aspect of an appeal with any person other than (1) those who sit on the committee for an appeal, and (2) in cases where it is warranted, the appealing teacher and/or the lead evaluator. Under no circumstance should the details of an appeal be discussed beyond a scheduled meeting of the appeals committee, or as procedure allows in this document.

H. Exclusivity of Appeal Process

The APPR appeals process set forth herein shall be the sole method of appealing either an APPR or claimed violations of the procedural or substantive requirements of the APPR process. Except as specifically allowed in Section B2, there shall be no appeal allowed through the contractual grievance procedure or to any administrative or judicial tribunal.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

Training of Evaluators and Staff

The district will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended SED model certification process.

The District will ensure that all evaluators are trained as lead evaluators. The Board of Education will certify lead evaluators upon receipt of proper documentation that the individual has fully complete training. The office of the superintendent will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with the WSWHE BOCES. Training will be conducted by WSWHE BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Evaluators will be recertified on a periodic basis, to be determined by the District.

This training will include the following requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards and ISLLC 2008 Standards*
 - Evidence-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 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 considerations in evaluating teachers and principals of English Language Learners and students with disabilities*
- 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 Evaluator

A Lead Evaluator is defined as any individual who conducts evaluations of classroom teachers or building principals. These individuals will be trained and certified as a lead evaluator according to SED's model to ensure consistency and defensibility. All evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.

Staff

All professional staff subject to the District APPR will be provided with training on the evaluation system that will include: a review of the content and use of the evaluation system, the NYS Teaching Standards, the NYSTCE observation rubric, reporting forms and the procedures to be followed consistent with the approved APPR and associated contractual provisions. All training will be conducted prior to the implementation of the APPR process for current staff. Training will be conducted within five (5) calendar days of the beginning of each subsequent school year for newly hired staff.

Timing

For the 2012-13 school year and thereafter, all lead evaluators of classroom teachers and principals shall be appropriately trained and certified by July 1, 2012 or ninety (90) days after appointment.

Recertification and Updated Training

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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, August 21, 2012

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

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

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

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

K-6
7-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
n/a		n/a

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	n/a
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	n/a
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	n/a
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	n/a
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	n/a

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future,

any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

n/a

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, July 24, 2012

Updated Tuesday, December 11, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(g) % achieving specific level on Regents or alternatives	Waterford-Halfmoon district developed ELA and Math Grades 3-6
7-12	(g) % achieving specific level on Regents or alternatives	NYS Regents Exams English, Integrated Algebra

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.	It is the District expectation that all students will achieve mastery and demonstrate one year growth on state or locally developed alternative assessments. Principals will earn a point value on the HEDI scale as determined by the percentage of students who achieve the targeted score of 65% on the prescribed assessment. The total number of students achieving the targeted score across all assessments will be converted to a percentage, and that percentage will determine the HEDI rating as found in the HEDI table.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	90-100% of students achieve targeted score Of 65 on prescribed assessment
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	73 - 89.99% of students achieve targeted score of 65 on prescribed assessment

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	68 - 72.99% of students achieve targeted score of 65 on prescribed assessment
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 67.99% achieve targeted score of 65 on prescribed assessment

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

(No response)

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

assets/survey-uploads/5366/154907-qBFVOWF7fC/APPR HEDI Rating Scale for Local 20 Principals_1.docx

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

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

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

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

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

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

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

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

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

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

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

least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
n/a		n/a

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.	n/a
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	n/a

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.

(No response)

8.3) Locally Developed Controls

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

n/a

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.

Principals with more than one locally selected measure will have their scores combined commensurate with the ratio of students tested or the number of assessments administered to the same student population.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, August 21, 2012
Updated Thursday, October 18, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Multidimensional Principal Performance Rubric will be used to evaluate a principal's leadership and management actions. The rubric will be used to summarize observations made by the superintendent through extended visits to each building.

The superintendent shall evaluate the principal's actions as they relate to each of the Domains of the rubric, and each Domain will be assigned a HEDI rating of 1-4. The sum of the ratings for all Domains will be averaged, and that average score will then be converted to a rating of 0-60.

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

assets/survey-uploads/5143/165415-pMADJ4gk6R/APPR Conversion Chart for Local 60 Points Prin.docx

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

Highly Effective: Overall performance and results exceed standards.	Overall performance and results exceed expectations and standards. The points available in the Highly Effective category will be assigned based on the average rubric score (observations of 60 pts) and using a conversion table.
Effective: Overall performance and results meet standards.	Overall performance and results meet expectations and standards. The points available in the Highly Effective category will be assigned based on the average rubric score (observations of 60 pts) and using a conversion table.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet expectations and standards. The points available in the Highly Effective category will be assigned based on the average rubric score (observations of 60 pts) and using a conversion table.
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet expectations and standards. The points available in the Highly Effective category will be assigned based on the average rubric score (observations of 60 pts) and using a conversion table.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	48-56
Ineffective	0-47

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, August 21, 2012
Updated Thursday, October 18, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59-60
Effective	57-58
Developing	48-56
Ineffective	0-47

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, August 21, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/165425-Df0w3Xx5v6/APPR PIP Form.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. Principal Request for Supporting Documents

Within three (3) school days of receipt of the APPR, a principal may request, in writing, that the superintendent issuing the APPR provide to the principal a copy of any and all documents and written materials upon which the APPR was based. The superintendent shall provide all such documents within three (3) school days of the request. Only materials provided in response to this request shall be considered in the deliberations as to the validity of the APPR.

B. Right to Appeal

1.) Principals who receive an APPR rating of "Ineffective" or "Developing" may appeal their APPR through the procedure herein. A principal may file only one appeal from a single APPR.

C. Filing of Appeal by Principal

A principal may file a written appeal of the APPR within ten (10) school days of the receipt of the requested supporting documents. Any appeal shall be filed with the superintendent of schools.

An appeal of an APPR must be based upon one or more of the following grounds:

a. The substance of the APPR;

b. The District's failure to adhere to the standards and methodologies required for the APPR that are set forth in Education Law§3012-c and applicable rules and regulations;

c. The District's failure to comply with locally negotiated procedures; and

d. The District's failure to issue and/or implement the terms of the Principal Improvement Plan, where applicable, as required under Education Law§3012-c.

The written appeal document must clearly identify the grounds for appeal, and shall explain, in detail, why the appealing principal believes the APPR should be modified or vacated.

D. Review of APPR Appeal

Appeals shall be referred for consideration by the principal and the superintendent to two (2) New York State certified school administrators (SBA, SDA, SBL, SDL), one chosen by the Waterford Administrators' Association and one chosen by the superintendent of schools. The selections shall be mutually agreed upon between the Waterford Administrators' Association and one chosen by the superintendent of schools.

The written APPR Appeal shall be forwarded by the superintendent to the individual selected by the WAA within five (5) school days of the filing of the appeal. The appealing principal and the superintendent authoring the APPR shall make themselves available for the duration of the appeal. At the discretion of the individual receiving the appeal, the appealing principal and/or superintendent authoring the APPR may be invited to provide clarification during the review.

It shall be the duty of the individual receiving the appeal to answer the question, "has the principal demonstrated that the APPR should be modified or vacated?" In the course of answering this question, claims of procedural violations may be considered and shall determine whether the claimed violations are significant enough to negate the APPR.

E. Determination of Appeal

The individual receiving the appeal shall give written notice of his/her decision within five (5) school days to the Superintendent of Schools, and this decision shall be final. The Superintendent of Schools shall schedule a meeting with the appealing principal (and an association representative if desired) to discuss the findings of the appeal within five (5) school days of receipt of the decision. NOTE: If the appeals process is used to appeal a PIP, and if a principal successfully appeals a PIP, a rating of "ineffective" or "developing" shall remain but shall not be used by the District as a factor in employment decisions for that principal. A new PIP will be developed in the subsequent school year.

F. Costs

All costs associated with APPR appeal process shall be borne by the District in their entirety.

G. Professional Conduct

The appeal process, by nature, is a confidential matter. The WAA and the Superintendent of Schools are prohibited from discussing any aspect of an appeal with any person other than (1) the individual receiving the appeal as selected by the WAA, and (2) in cases where it is warranted, the appealing principal and the Superintendent of Schools. Under no circumstance should the details of an appeal be discussed beyond a scheduled meeting or as procedure allows in this document.

H. Exclusivity of Appeal Process

The APPR appeals process set forth herein shall be the sole method of appealing either an APPR or claimed violations of the procedural or substantive requirements of the APPR process. Except as specifically allowed in Section B2, there shall be no appeal allowed through the contractual grievance procedure or to any administrative or judicial tribunal.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Part I: Training of Evaluators and Staff

The district will ensure that all Lead Evaluators/Evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals or entities. Evaluator training will replicate the recommended SED model certification process.

The District will ensure that all evaluators are trained as lead evaluators. The Board of Education will certify lead evaluators upon receipt of proper documentation that the individual has fully completed training. The office of the superintendent will maintain records of certification of evaluators.

Evaluator training will occur regionally in cooperation with the WSWHE BOCES. Training will be conducted by WSWHE BOCES Network Team personnel who have participated in the NYSED evaluator training for Network Teams and/or personnel authorized to train on behalf of an evaluation rubric approved by NYSED. Evaluators will be recertified on a periodic basis, to be determined by the District.

This training will include the following requirements for Lead Evaluators/Evaluators:

- New York State Teaching Standards and ISLLC 2008 Standards*
- Evidence-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 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 considerations in evaluating teachers and principals of English Language Learners and students with disabilities*

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 Evaluator

A Lead Evaluator is defined as any individual who conducts evaluations of classroom teachers or building principals. These individuals will be trained and certified as a lead evaluator according to SED's model to ensure consistency and defensibility. All evaluators may do observations, but are prohibited from summative evaluations until they are appropriately certified.

Timing

For the 2012-13 school year and thereafter, all lead evaluators of classroom teachers and principals shall be appropriately trained and certified by July 1, 2012 or ninety (90) days after appointment. The lead evaluator for principals shall be the superintendent of schools of the Waterford-Halfmoon Union Free School District.

Recertification and Updated Training

The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

(8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this

Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Friday, July 20, 2012

Updated Wednesday, December 12, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/153874-3Uqgn5g9Iu/APPR Signature 12-12-12.pdf](assets/survey-uploads/5581/153874-3Uqgn5g9Iu/APPR%20Signature%2012-12-12.pdf)

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Waterford-Halfmoon UFSD HEDI Scales – Comparable Growth 2012-13

Ancin

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	20	19	18	17	20	19	18	17	20	19	18	17	20	19	18	17	20
96-100	92-95	88-91	87	84-86	82-83	80-81	78-79	76-77	74-75	72-73	71	70	68-69	66-67	64-65	62-63	61	60	41-59	0-40

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	20	19	18	17	20	19	18	17	20	19	18	17	20	19	18	17	20
96-100	92-95	88-91	87	84-86	82-83	80-81	78-79	76-77	74-75	72-73	71	70	68-69	66-67	64-65	62-63	61	60	41-59	0-40

Autsofief

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	20	19	18	17	20	19	18	17	20	19	18	17	20	19	18	17	20
95-100 %	94-90%	89-85%	78-84 %	71-77%	64-70%	57-63%	50-56%	48-49%	46-47%	43-45%	39-42%	35-38%	31-34%	27-30%	23-26%	18-22%	12-17%	6-11%	3-5%	0-2%

Bailey

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100	96-98	93-95	91-92	89-90	87-88	85-86	83-84	81-82	79-80	77-78	75-76	71-74	67-70	63-66	59-62	55-58	51-54	36-50	21-35	0-20

Bianchini

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
90% - 100 %	78% - 89%	68%-77%	64 %-67 %	60% - 63%	56% - 59%	55% - 54%	50% - 53%	45% - 49%	40% - 44%	35% - 39%	30% - 34%	28% - 29%	25% - 27%	22% - 24%	20% - 21%	17% - 19%	14% - 16%	10% - 13%	5% - 9%	0% - 4%

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95% - 100%	90% - 94%	83%- 89%	79% %- 82%	74% - 78%	69% - 73%	65% - 68%	60% - 64%	55% - 59%	50% - 54%	46% - 49	41% - 45%	37% - 40%	33% - 36%	29% - 32%	25% - 28%	21% - 24%	17% - 20%	11% - 16%	6%- 10%	0%- 5%

Bishop

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	20	19	18	17	20	19	18	17	20	19	18	17	20	19	18	17	20
99- 100	96- 98	90 95	89	88	87	85- 86	82- 84	78- 81	74- 77	71- 73	65- 70	64	62- 63	60- 61	57- 59	55- 56	50- 54	36- 49	21- 35	0- 20

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	20	19	18	17	20	19	18	17	20	19	18	17	20	19	18	17	20
99- 100	96- 98	90 95	89	88	87	85- 86	82- 84	78- 81	74- 77	71- 73	65- 70	64	62- 63	60- 61	57- 59	55- 56	50- 54	36- 49	21- 35	0- 20

Boyd

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99- 100%	96- 98%	93- 95%	92%	91%	90%	89%	88%	87%	86%	85%	84%	81- 83%	78- 80%	75- 77%	72- 74%	69- 71%	66- 68%	51- 65%	21- 50%	0- 20%

Bryan

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98- 100%	94- 97%	90- 93%	88- 89%	86- 87%	84- 85%	82- 83%	79- 81%	76- 78%	73- 75%	70- 72%	67- 69%	63- 66%	58- 62%	54- 57%	50- 53%	45- 49%	40- 44%	35- 39%	30- 34%	<30%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100%	94-97%	90-93%	88-89%	86-87%	84-85%	82-83%	79-81%	76-78%	73-75%	70-72%	67-69%	63-66%	58-62%	54-57%	50-53%	45-49%	40-44%	35-39%	30-34%	<30%

Bridgman

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	94-96%	90-93%	88-89%	86-87%	84-85%	81-83%	78-80%	75-77%	73-74%	71-72%	68-70%	60-67%	54-59%	45-53%	40-44%	36-39%	30-35%	25-29%	15-24%	0-14%

Byron D

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97	96-95	94-90	89	88-86	85-83	82-80	79-77	76-74	73-72	71	70	69-68	67-66	65-64	63-62	61	60	59-58	57-56	55-0

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-99	98-95	94-90	89-87	86-83	82-80	79-77	76-75	74-72	71-70	69-67	66-65	64-63	62-60	59-57	56-54	53-52	51-50	49-45	44-39	38-0

Byron M

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94.9%	85-89.99%	82-84.99%	81-81.9%	80-81.9%	79-79.9%	78-78.9%	77-77.9%	76-76.9%	75-75.9%	74-74.9%	73-73.9%	72-72.9%	71-71.9%	70-70.9%	69%	68-68.9%	66-67.9%	65-65.9%	0-64.9%

Buffaline

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100 %	90-94%	85-89%	78-84%	71-77%	64-70%	57-63%	50-56%	46-49%	44-45%	42-43%	40-41%	38-39%	34-37%	30-33%	26-29%	21-25%	15-20%	10-14%	5-9%	0-4%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100 %	90-94%	85-89%	78-84%	71-77%	64-70%	57-63%	50-56%	46-49%	44-45%	42-43%	40-41%	38-39%	34-37%	30-33%	26-29%	21-25%	15-20%	10-14%	5-9%	0-4%

Campbell

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100	96-98	90-95	89	86-88	83-85	81-82	79-80	77-78	75-76	73-74	71-72	68-70	66-67	63-65	59-62	55-58	51-54	36-50	21-35	0-20

Caputo

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100 %	95-97 %	90-94%	88-89 %	86-87 %	85 %	83-84 %	81-82 %	78-80 %	76-77 %	73-75 %	70-72 %	67-69 %	61-66 %	56-60 %	51-55 %	46-50 %	40-45 %	28-39 %	18-27 %	0-17 %

Chura

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100 %	94-97%	90-93%	89%	88%	87%	84-86%	80-83%	77-79%	74-76%	71-73%	65-70%	64%	60-63%	55-59%	50-54%	45-49%	41-44%	31-40%	20-30%	0%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100 %	94-97%	90-93%	89%	88%	87%	84-86%	80-83%	77-79%	74-76%	71-73%	65-70%	64%	60-63%	55-59%	50-54%	45-49%	41-44%	31-40%	20-30%	0%

Clinton

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100 %	98-99%	95-97%	88-94 %	85-87%	82-84%	80-81%	78-79%	76-77%	75-74%	72-73%	70-71%	65-69%	60-64%	53-59%	48-52%	41-47%	35-40%	28-34%	20-27%	0-19%

Clothier

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100 %	95-97%	91-94%	87-90 %	85-86%	82-84%	79-81%	77-78%	75-76%	73-74%	70-72%	68-69%	65-67%	60-64%	55-59%	49-54%	41-48%	35-40%	30-34%	20-29%	0-19%

Countois

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100 %	94-96%	90-93%	87-89 %	85-86%	83-84%	81-82%	79-80%	77-78%	75-76%	73-74%	70-72%	66-69%	62-65%	58-61%	54-57%	49-53%	45-48%	31-44%	16-30%	0-15%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100 %	94-96%	90-93%	87-89 %	85-86%	83-84%	81-82%	79-80%	77-78%	75-76%	73-74%	70-72%	66-69%	62-65%	58-61%	54-57%	49-53%	45-48%	31-44%	16-30%	0-15%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	94-96%	90-93%	87-89%	85-86%	83-84%	81-82%	79-80%	77-78%	75-76%	73-74%	70-72%	66-69%	62-65%	58-61%	54-57%	49-53%	45-48%	31-44%	16-30%	0-15%

Dawson

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	93-94%	90-92%	87-89%	85-86%	83-84%	80-82%	78-79%	76-77%	73-75%	70-72%	68-69%	66-67%	62-65%	60-61%	57-59%	54-56%	51-53%	45-50%	38-44%	0-37%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	93-94%	90-92%	87-89%	85-86%	83-84%	80-82%	78-79%	76-77%	73-75%	70-72%	68-69%	66-67%	62-65%	60-61%	57-59%	54-56%	51-53%	45-50%	38-44%	0-37%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	93-94%	90-92%	87-89%	85-86%	83-84%	80-82%	78-79%	76-77%	73-75%	70-72%	68-69%	66-67%	62-65%	60-61%	57-59%	54-56%	51-53%	45-50%	38-44%	0-37%

Diener

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97%	96-94%	93-90%	89-88%	87-86%	85-84%	83-81%	80-78%	77-75%	74-73%	72-71%	70-68%	67-60%	59-54%	53-45%	44-40%	39-36%	35-30%	29-25%	24-15%	14-0%

Donnelly

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100	94-96	90-93	87-89	85-86	83-84	81-82	77-80	75-76	73-74	71-72	68-70	66-67	53-65	47-52	44-46	37-43	31-36	21-30	14-20	0-13

Ferrara

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100	94-96	90-93	88-89	86-87	84-85	82-83	80-81	77-79	75-76	73-74	70-72	66-69	63-65	59-62	56-58	53-55	50-52	47-49	45-46	44-0

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100	94-96	90-93	88-89	86-87	84-85	82-83	80-81	77-79	75-76	73-74	70-72	66-69	63-65	59-62	56-58	53-55	50-52	47-49	45-46	44-0

Finley

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-99	98-97	96-94	93-92	91	90-89	88	87-86	85-84	83-82	81	80	79	78-77	76	73-75	69-72	65-68	61-64	56-60	0-55

Ford

Highly Effective			Effective									Developing						Ineffective		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	93-95%	90-92%	88-89%	85-87%	83-84%	81-82%	79-80%	77-78%	75-76%	73-74%	70-72%	68-69%	66-67%	63-65%	59-62%	55-58%	50-54%	49-40%	39-24%	<24

Gabriel

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	94-97%	90-93	89%	88%	87%	84-86%	80-83%	77-79%	74-76%	71-73%	68-70%	64-67%	60-63%	55-59%	50-54%	45-49%	41-44%	31-40%	30% 21%	20-0-

Gervasio

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	93-95	90-92	88-89	86-87	84-85	81-83	78-80	76-77	74-75	72-73	70-71	67-69	65-66	62-64	59-61	57-58	53-56	50-52	45-47	0-44

Graziano

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97%	96-93%	92-90%	89-86%	84-85%	81-83%	76-80%	73-75%	71-72%	69-70%	67-68%	65-66%	61-64%	58-60%	55-57%	50-54%	45-49%	40-44%	35-39%	30-34%	<30%

Haynes

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	20	19	18	17	20	19	18	17	20	19	18	17	20	19	18	17	20
98-100%	94-97%	90-93%	87-89%	85-88%	83-86%	81-82%	77-80%	74-76%	73%	72%	70-71%	67-69%	65-66%	63-65%	62%	61%	60%	45-59%	21-44%	0-20%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	20	19	18	17	20	19	18	17	20	19	18	17	20	19	18	17	20
98-100%	94-97%	90-93%	87-89%	85-88%	83-86%	81-82%	77-80%	74-76%	73%	72%	70-71%	67-69%	65-66%	63-65%	62%	61%	60%	45-59%	21-44%	0-20%

Hurd

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98	97-95	94-93	92-90	89-87	86-85	84-83	82-81	80-79	78-77	76-75	74-73	72-67	66-62	61-56	55-50	49-45	44-40	39-30	29-21	20-0

Johnson

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100	90-94%	87-89%	84-86%	83%	82%	81%	77-80%	74-76%	73%	72%	70-71%	67-69%	65-66%	63-64%	62%	61%	60%	45-59%	21-44%	0-20%

Jorgensen

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	94-96%	90-93%	88-89%	85-87%	82-84%	80-81%	78-79%	76-77%	74-75%	72-73%	70-71%	65-69%	60-64%	55-59%	50-54%	45-49%	40-44%	29-39%	19-28%	0-18%

Kelts

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	85-90%	78-84%	72-77%	67-71%	60-66%	54-59%	50-53%	47-49%	43-46%	40-42%	36-39%	34-37%	30-33%	25-29%	20-24%	15-19%	10-14%	5-9%	0-4%

King

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97%	96-93%	92-90%	89-87%	86-84%	83-81%	80-79%	78-77%	76-75%	74-73%	72-71%	70%	69-66%	65-61%	60-55%	54-51%	50-45%	44-40%	39-30%	29-20%	19-0%

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Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97%	96-93%	92-90%	89-87%	86-84%	83-81%	80-79%	78-77%	76-75%	74-73%	72-71%	70%	69-66%	65-61%	60-55%	54-51%	50-45%	44-40%	39-30%	29-20%	19-0%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97%	96-93%	92-90%	89-87%	86-84%	83-81%	80-79%	78-77%	76-75%	74-73%	72-71%	70%	69-66%	65-61%	60-55%	54-51%	50-45%	44-40%	39-30%	29-20%	19-0%

Klimes

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	96-98%	90-95%	88-89%	87%	86%	85%	84%	83%	82%	81%	80%	79%	78%	76-77%	73-75%	65-72%	61-64%	51-60%	21-50%	0-20%

Langston

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	84-85%	83%	82%	81%	77-80%	74-76%	73%	72%	70-71%	67-69%	65-66%	63-64%	62%	61%	60%	45-59%	21-44%	0-20%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	91-94%	86-90%	84-85%	83%	82%	81%	77-80%	74-76%	73%	72%	70-71%	67-69%	65-66%	63-64%	62%	61%	60%	45-59%	21-44%	0-20%

MacDougall

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	96-97	90-95	82-89	79-81	75-78	70-74	65-69	60-64	57-59	54-56	50-53	47-49	43-46	38-42	32-37	27-31	20-26	15-19	11-14	0-10

McDermott

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	91-95%	86-90%	81-85%	76-80%	71-75%	66-70%	61-65%	56-60%	51-55%	46-50%	41-45%	36-40%	31-35%	26-30%	21-25%	16-20%	11-15%	6-10%	1%-5%	0

Miazga

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97	96-94	93-90	89-87	86-84	83-81	80-78	77-75	74-73	72-71	70-69	68-65	64-62	61-56	55-51	50-46	45-40	39-36	35-30	29-15	14-1

Mosher

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100	96-97	94-95	90-93	87-89	84-86	82-83	80-81	77-79	75-76	73-74	71-72	68-70	65-67	62-64	59-61	55-58	51-54	33-50	16-32	0-15

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-	95-	92-	88-	86-	84-	82-	80-	78-	76-	74-	71-	68-	65-	62-	59-	56-	51-	33-	16-	0-

100	97	94	91	87	85	83	81	79	77	75	73	70	67	64	61	58	55	50	32	15
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Murphy

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100%	94-97%	90-93%	89%	88%	87%	84-86%	80-83%	77-79%	74-76%	71-73%	68-70%	64-67%	60-63%	55-59%	50-54%	45-49%	41-44%	40-41%	21-30%	0-20%

Myers

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	96-98%	90-95%	89%	88%	87%	85-86%	82-84%	78-81%	74-77%	71-73%	65-70%	64	62-63%	60-61%	57-59%	55-56%	50-54%	36-49%	21-35%	0-20%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	96-98%	90-95%	89%	88%	87%	85-86%	82-84%	78-81%	74-77%	71-73%	65-70%	64	62-63%	60-61%	57-59%	55-56%	50-54%	36-49%	21-35%	0-20%

Nelsen

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100%	96-97%	94-95%	92-93%	90-91%	87-89%	85-86%	82-84%	80-81%	75-79%	72-74%	71-70%	69%	68%	65-67%	61-64%	56-60%	51-55%	41-50%	31-40%	0-30%

Oliver

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

97-100	94-96	91-93	87-90	86	85	84	83	82	81	80	75-79	74	70-73	65-69	60-64	55-59	50-54	33-49	17-32	0-16
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Pantea

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-95%	94-92%	91-90%	89-87%	86-85%	84-83%	82-81%	80-79%	78-77%	76-75%	74-73%	72-70%	69-67%	66-64%	63-61%	60-59%	58-56%	55-53%	52-50%	49-20%	19-0%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-95%	94-90%	89-87%	86-84%	83%	82%	81%	80-77%	76-74%	73%	72%	71-70%	69-67%	66-65%	64-63%	62%	61%	60%	59-45%	44-21%	20-0%

Radliff

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100%	94-97%	90-93%	87-89%	85-86%	83-84%	81-82%	80-77%	74-76%	73%	72%	71-70%	69-67%	66-65%	64-63%	62%	61%	60%	59-45%	44-21%	20-0%

Reynolds

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100%	96-98%	93-95%	92%	91%	90%	89%	88%	87%	86%	85%	84%	81-83%	78-80%	75-77%	72-74%	69-71%	66-68%	51-65%	21-50%	0-20%

Ricci

Highly Effective			Effective									Developing					Ineffective		
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20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100 %	97-98%	95-96%	92-94 %	88-91%	85-87%	82-84%	79-81%	76-78%	73-75%	71-72%	68-70%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	40-44%	31-39%	30-0%

Richards

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-97	96-93	92-90	89-88	87-85	84-79	78-75	74-69	68-65	64-59	58-55	54-50	49-45	44-40	39-35	34-30	29-25	24-20	19-15	14-10	9-0

Sacks

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100	97-98	94-96	92-93	90-91	88-89	86-87	84-85	81-83	79-80	77-78	75-76	71-74	67-70	64-66	61-63	58-60	55-57	50-54	40-49	0-39

Shaker

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100 %	96-98%	94-95%	91-93 %	89-90%	87-88%	85-86%	82-84%	79-81%	76-78%	73-75%	70-72%	68-69%	66-67%	63-65%	60-62%	56-59%	53-55%	50-52%	30-49%	0-29%
Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
99-100 %	96-98%	94-95%	91-93 %	89-90%	87-88%	85-86%	82-84%	79-81%	76-78%	73-75%	70-72%	67-69%	65-66%	61-64%	58-60%	55-57%	53-54%	51-52%	31-50%	0-30%

Spulnick

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

94-100 %	90-93%	88-89%	86-87 %	84-85%	81-83%	76-80%	72-75%	71-72%	69-70%	67-68%	65-66%	61-64%	58-60%	55-57%	50-54%	45-49%	40-44%	35-39%	30-34%	<30 %
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Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
.97-100 %	93-96%	91-94%	87-90 %	84-86%	81-83%	78-80%	74-77%	71-73%	69-70%	67-68%	65-66%	61-64%	58-60%	55-57%	50-54%	45-49%	40-44%	35-39%	30-34%	<30 %

Taschetti

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	95-91	90	89-88	87-86	85-84	83-82	81-80	79-78	77-76	75-74	73-70	69-67	66-64	63-61	60-57	56-54	53-50	49-40	39-30	29-0

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-98	97-95	94-90	89	88-87	86-85	84-83	82-80	79-77	76-74	73-72	71-70	69-67	66-63	62-57	56-55	54-53	52-50	49-37	36-19	18-0

Toub

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-94	93-89	88-85	84-82	81-79	78-77	76-75	74-73	72-71	70-69	68-67	66-65	64-62	61-59	58-56	55-53	52-51	50	49-36	35-21	20-0

Viola

Highly Effective			Effective									Developing					Ineffective		
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20	19	18	17	20	19	18	17	20	19	18	17	20	19	18	17	20	19	18	17	20
95-100%	93-94%	90-92%	87-89%	85-86%	83-84%	81-82%	77-80%	74-76%	73%	72%	70-71%	67-69%	65-66%	63-64%	62%	61%	60%	45-59%	21-44%	0-20%
Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	20	19	18	17	20	19	18	17	20	19	18	17	20	19	18	17	20
95-100%	93-94%	90-92%	87-89%	85-86%	83-84%	81-82%	77-80%	74-76%	73%	72%	70-71%	67-69%	65-66%	63-64%	62%	61%	60%	45-59%	21-44%	0-20%

Wein

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-96	93-95	90-92	88-89	86-87	84-85	81-83	78-80	76-77	74-75	72-73	70-71	67-69	65-66	62-64	59-61	57-58	53-56	45-52	35-44	0-34

Williams

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	92-96%	87-91%	83-86%	79-82%	75-78%	71-74%	67-70%	63-66%	59-62%	55-58%	57-54%	47-50%	43-46%	39-42%	35-38%	31-34%	27-30%	22-26%	15-21%	0-14%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	92-96%	87-91%	83-86%	79-82%	75-78%	71-74%	67-70%	63-66%	59-62%	55-58%	57-54%	47-50%	43-46%	39-42%	35-38%	31-34%	27-30%	22-26%	15-21%	0-14%

Wyld

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100-95	94-92	91-86	85-80	79-75	74-71	70-67	66-61	60-58	57-55	54-53	52-51	50-43	42-37	36-30	29-25	24-19	18-15	14-9	8-4	3-0

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Zimmons

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
98-100%	96-97%	94-95%	93%	92%	91%	90%	89%	88%	87%	86%	85%	82-84%	79-81%	75-78%	71-74%	68-70%	64-67%	60-63%	50-59%	0-49%

Zordan

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	92-95%	84-91%	80-83%	76-80%	71-75%	66-70%	61-65%	56-60%	51-55%	46-50%	40-45%	38-39%	36-37%	34-35%	33%	32%	31%	21-30%	11-20%	0-10%

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
96-100%	92-95%	84-91%	80-83%	76-80%	71-75%	66-70%	61-65%	56-60%	51-55%	46-50%	40-45%	38-39%	36-37%	34-35%	33%	32%	31%	21-30%	11-20%	0-10%

HEDI Rating Scale for Local 20% Achievement

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95% - 100%	90% - 94.99%	85% - 89.99%	82% - 84.99%	81% - 81.99%	80% - 80.99%	79% - 79.99%	78% - 78.99%	77% - 77.99%	76% - 76.99%	75% - 75.99%	74% - 74.99%	73% - 73.99%	72% - 72.99%	71% - 71.99%	70% - 70.99%	69% - 69.99%	68% - 68.99%	66% - 67.99%	65% - 65.99%	<65%

Use of 20-point scale:

- Scale will be used in conjunction with locally-selected assessments *for teachers who do not have State-provided growth score*
- **Targeted score** for all locally established summative assessments = 70%
- If 95-100% of students meet the targeted score, 20 points earned; if 90-94.99% of students meet the targeted score, 19 points earned, etc.

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95% - 100%	90% - 94.99%	84% - 89.99%	81% - 83.99%	78% - 80.99%	76% - 77.99%	74% - 75.99%	73% - 73.99%	72% - 72.99%	71% - 71.99%	70% - 70.99%	69% - 69.99%	68% - 68.99%	66% - 67.99%	65% - 65.99%	<65%

Use of 15-point scale:

- Scale will be used in conjunction with locally-selected assessments *for teachers who have State-provided growth score*
- **Targeted score** for all locally established summative assessments = 70%
- If 95-100% of students meet the targeted score, 15 points earned; if 90-94.99% of students meet the targeted score, 14 points earned, etc.

HEDI Rating Scale – Local 20% Achievement

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95% - 100%	90% - 94.99%	85% - 89.99%	82% - 84.99%	81% - 81.99%	80% - 80.99%	79% - 79.99%	78% - 78.99%	77% - 77.99%	76% - 76.99%	75% - 75.99%	74% - 74.99%	73% - 73.99%	72% - 72.99%	71% - 71.99%	70% - 70.99%	69% - 69.99%	68% - 68.99%	66% - 67.99%	65% - 65.99%	<65%

Use of 20-point scale:

- Scale will be used in conjunction with locally-selected assessments *for teachers who do not have State-provided growth score*
- **Targeted score** for all locally established summative assessments = 70%
- If 95-100% of students meet the targeted score, 20 points earned; if 90-94.99% of students meet the targeted score, 19 points earned, etc.

HIGHLY EFFECTIVE			EFFECTIVE					DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95% - 100%	90% - 94.99%	84% - 89.99%	81% - 83.99%	78% - 80.99%	76% - 77.99%	74% - 75.99%	73% - 73.99%	72% - 72.99%	71% - 71.99%	70% - 70.99%	69% - 69.99%	67% - 68.99%	66% - 66.99%	65% - 65.99%	<65%

Use of 15-point scale:

- Scale will be used in conjunction with locally-selected assessments *for teachers who have State-provided growth score*
- **Targeted score** for all locally established summative assessments = 70%
- If 95-100% of students meet the targeted score, 15 points earned; if 90-94.99% of students meet the targeted score, 14 points earned, etc.

Conversion Chart for Local 60 Points

Avg. Rubric Score*	Points	Avg. Rubric Score*	Points
3.75 - 4.00	60	1.80 - 1.81	30
3.50 - 3.74	59	1.77 - 1.79	29
3.25 - 3.49	58	1.74 - 1.76	28
3.00 - 3.24	57	1.71 - 1.73	27
2.95 - 2.99	56	1.68 - 1.70	26
2.90 - 2.94	55	1.65 - 1.67	25
2.85 - 2.89	54	1.62 - 1.64	24
2.80 - 2.84	53	1.59 - 1.61	23
2.75 - 2.79	52	1.56 - 1.58	22
2.70 - 2.74	51	1.53 - 1.55	21
2.65 - 2.69	50	1.50 - 1.52	20
2.60 - 2.64	49	1.47 - 1.49	19
2.55 - 2.59	48	1.44 - 1.46	18
2.50 - 2.54	47	1.41 - 1.43	17
2.45 - 2.49	46	1.37 - 1.40	16
2.40 - 2.44	45	1.34 - 1.36	15
2.35 - 2.39	44	1.31 - 1.33	14
2.30 - 2.34	43	1.28 - 1.30	13
2.25 - 2.29	42	1.25 - 1.27	12
2.20 - 2.24	41	1.22 - 1.24	11
2.15 - 2.19	40	1.19 - 1.21	10
2.10 - 2.14	39	1.17 - 1.18	9
2.05 - 2.09	38	1.15 - 1.16	8
2.00 - 2.04	37	1.13 - 1.14	7
1.97 - 1.99	36	1.11 - 1.12	6
1.94 - 1.96	35	1.09 - 1.10	5
1.91 - 1.93	34	1.07 - 1.08	4
1.88 - 1.90	33	1.05 - 1.06	3
1.85 - 1.87	32	1.03 - 1.04	2
1.82 - 1.84	31	1.01 - 1.02	1
		1.00	0

*Average Rubric Score = (Observation 1 + Observation 2 + Evidence Binder) ÷ 3

**Waterford-Halfmoon UFSD
Teacher Improvement Plan Form**

Teacher Name: _____

School Year for TIP _____

Lead Evaluator Name: _____

<p><u>Rationale:</u> Identify the area(s) in need of improvement as evidenced by the APPR evaluation</p>	
<p><u>Goals:</u> Identify the performance goals, expectations, benchmarks and standards the teacher must meet in order to achieve an “Effective” rating, as well as the methods used to measure improvement throughout the implementation of the TIP.</p>	
<p><u>Timeline:</u> Identify the timeline for attainment of goals, including periodic reviews of progress during the course of the plan; such periodic reviews shall include assessing the overall effectiveness of the TIP along with the effectiveness of its various components</p>	
<p><u>Resources:</u> Identify the appropriate professional development opportunities, materials, resources and supports the District will make available to assist the teacher, including, where appropriate, the assignment of a mentor teacher</p>	
<p><u>Responsibilities:</u> Identify the persons responsible for various aspects of the TIP, and specific responsibilities of each person</p>	
<p><u>Recommended Activities:</u> Identify a list of recommended activities related to the goals outlined above</p>	

Teacher Signature

Lead Evaluator Signature

HEDI Rating Scale for Local 20% Growth/Achievement- Principals

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95% - 100%	90% - 94.99%	85% - 89.99%	82% - 84.99%	81% - 81.99%	80% - 80.99%	79% - 79.99%	78% - 78.99%	77% - 77.99%	76% - 76.99%	75% - 75.99%	74% - 74.99%	73% - 73.99%	72% - 72.99%	71% - 71.99%	70% - 70.99%	69% - 69.99%	68% - 68.99%	66% - 67.99%	65% - 65.99%	<65%

Use of 20-point scale:

- Scale will be used in conjunction with assessments results *if State does not issue growth score for principals*
- Percentage bands will be assigned to each field of the HEDI scale, with **targeted score** for achievement/growth on summative assessments .

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95% - 100%	90% - 94.99%	84% - 89.99%	81% - 83.99%	78% - 80.99%	76% - 77.99%	74% - 75.99%	73% - 73.99%	72% - 72.99%	71% - 71.99%	70% - 70.99%	69% - 69.99%	68% - 68.99%	66% - 67.99%	65% - 65.99%	<65%

Use of 15-point scale:

- Scale will be used in conjunction with assessments results *if State issues growth score for principals*
- Percentage bands will be assigned to each field of the HEDI scale, with **targeted score** for achievement/growth on summative assessments.

Conversion Chart for Local 60 Points

Avg. Rubric Score*	Points	Avg. Rubric Score*	Points
3.75 - 4.00	60	1.80 - 1.81	30
3.50 - 3.74	59	1.77 - 1.79	29
3.20 - 3.49	58	1.74 - 1.76	28
2.85 - 3.19	57	1.71 - 1.73	27
2.80 - 2.84	56	1.68 - 1.70	26
2.75 - 2.79	55	1.65 - 1.67	25
2.70 - 2.74	54	1.62 - 1.64	24
2.65 - 2.69	53	1.59 - 1.61	23
2.60 - 2.64	52	1.56 - 1.58	22
2.56 - 2.59	51	1.53 - 1.55	21
2.52 - 2.55	50	1.50 - 1.52	20
2.48 - 2.51	49	1.47 - 1.49	19
2.44 - 2.47	48	1.44 - 1.46	18
2.42 - 2.43	47	1.41 - 1.43	17
2.40 - 2.41	46	1.37 - 1.40	16
2.38 - 2.39	45	1.34 - 1.36	15
2.35 - 2.37	44	1.31 - 1.33	14
2.30 - 2.34	43	1.28 - 1.30	13
2.25 - 2.29	42	1.25 - 1.27	12
2.20 - 2.24	41	1.22 - 1.24	11
2.15 - 2.19	40	1.19 - 1.21	10
2.10 - 2.14	39	1.17 - 1.18	9
2.05 - 2.09	38	1.15 - 1.16	8
2.00 - 2.04	37	1.13 - 1.14	7
1.97 - 1.99	36	1.11 - 1.12	6
1.94 - 1.96	35	1.09 - 1.10	5
1.91 - 1.93	34	1.07 - 1.08	4
1.88 - 1.90	33	1.05 - 1.06	3
1.85 - 1.87	32	1.03 - 1.04	2
1.82 - 1.84	31	1.01 - 1.02	1
		1.00	0

*Average Rubric Score = Average of 7 Domains

**Waterford-Halfmoon UFSD
Principal Improvement Plan Form**

Principal Name: _____

School Year for TIP _____

Supervisor Name: _____

<p><u>Rationale:</u> Identify the area(s) in need of improvement as evidenced by the APPR evaluation</p>	
<p><u>Goals:</u> Identify the performance goals, expectations, benchmarks and standards the teacher must meet in order to achieve an “Effective” rating, as well as the methods used to measure improvement throughout the implementation of the PIP.</p>	
<p><u>Timeline:</u> Identify the timeline for attainment of goals, including periodic reviews of progress during the course of the plan; such periodic reviews shall include assessing the overall effectiveness of the PIP along with the effectiveness of its various components</p>	
<p><u>Resources:</u> Identify the appropriate professional development opportunities, materials, resources and supports the District will make available to assist the teacher, including, where appropriate, the assignment of a mentor</p>	
<p><u>Responsibilities:</u> Identify the persons responsible for various aspects of the PIP, and specific responsibilities of each person</p>	
<p><u>Recommended Activities:</u> Identify a list of recommended activities related to the goals outlined above</p>	

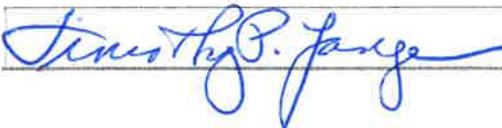
Principal Signature

Supervisor Signature

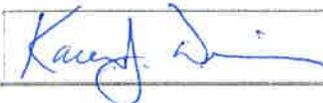
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

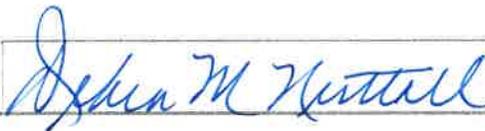
Superintendent Signature: Date: 12/12/12



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



Administrative Union President Signature: Date: 12/12/12



Board of Education President Signature: Date: 12/12/12

