



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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

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October 18, 2012

Joseph Yelich, Superintendent
Waverly Central School District
15 Frederick St.
Waverly, NY 14892

Dear Superintendent Yelich:

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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: Horst Graefe

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, May 15, 2012

Updated Thursday, October 11, 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 : 600101060000

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

600101060000

1.2) School District Name: WAVERLY CSD

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

WAVERLY CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, May 21, 2012

Updated Thursday, October 11, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Waverly CSD developed Grade K ELA assessment
1	District, regional, or BOCES-developed assessment	Waverly CSD developed Grade 1 ELA assessment
2	District, regional, or BOCES-developed assessment	Waverly CSD developed Grade 2 ELA assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of students making their specific level of acceptable growth or better.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	18 = 86% - 90% met target 19 = 91%-94% met target 20 = 95-100% met target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	9 = 55-56% met target 10 = 57-58% met target 11 = 59-60% met target 12 = 61-63% met target 13 = 64-68% met target 14 = 69-72% met target 15 = 73-75% met target 16 = 76-80% met target 17 = 81-85% met target
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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	Waverly CSD developed Grade K Math assessment
1	District, regional, or BOCES-developed assessment	Waverly CSD developed Grade 1 Math assessment
2	District, regional, or BOCES-developed assessment	Waverly CSD developed Grade 2 Math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of
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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	Waverly CSD developed Grade 6 Science assessment
7	District, regional or BOCES-developed assessment	Waverly CSD 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.	Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of students that make their specific level of acceptable growth or better.
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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	Waverly CSD developed Grade 6 Social Studies assessment
7	District, regional or BOCES-developed assessment	Waverly CSD developed Grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Waverly CSD developed Grade 8 Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of students that make their specific level of acceptable growth or better.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 = 10% or less met target 1 = 11-20% met target 2 = 21-29% met target

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	Waverly CSD developed Grade 9 Social Studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of students that make their specific level of acceptable growth or better.
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3 = 30-33% met target
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 5 = 37-40% met target
 6 = 41-45% met target
 7 = 46-50% met target
 8 = 51-54% met target

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

0 = 10% or less met target
 1 = 11-20% met target
 2 = 21-29% met target

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.

Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of students that make their specific level of acceptable growth or better.

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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0 = 10% or less met target 1 = 11-20% met target 2 = 21-29% met target

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.	Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of students that make their specific level of acceptable growth or better.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.

0 = 10% or less met target

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2 = 21-29% met target

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	Waverly CSD developed Grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Waverly CSD developed Grade 10 ELA assessment
Grade 11 ELA	Regents assessment	Grade 11 Regents ELA assessment

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

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

Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of students that make their specific level of acceptable growth or better.

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

18 = 86% - 90% met target

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20 = 95-100% met target

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

9 = 55-56% met target

10 = 57-58% met target

11 = 59-60% met target

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13 = 64-68% met target

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

3 = 30-33% met target

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5 = 37-40% met target

6 = 41-45% met target

7 = 46-50% met target

8 = 51-54% met target

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

0 = 10% or less met target

1 = 11-20% met target

2 = 21-29% met target

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
Library	State Assessment	Grade 11 State ELA
Reading Intervention	State Assessment	SLO/Grade level State ELA
Math Intervention	State Assessment	SLO/Grade level State Math assessment
Speech	State Assessment	SLO/Grade level State ELA
Special Education Resource	State Assessment	SLO/State ELA or Math by IEP goals majority
Special Education 15:1	State Assessment	SLO/Grade level State ELA
Art - Middle School	District, Regional or BOCES-developed	BOCES developed Middle School Art assessment
Art - Elementary	District, Regional or BOCES-developed	BOCES developed Elementary Art assessment
Art - High School	District, Regional or BOCES-developed	BOCES developed High School Art assessment
Technology	District, Regional or BOCES-developed	Waverly CSD developed Technology assessment
Physical education	District, Regional or BOCES-developed	Waverly CSD developed Physical Education assessment
Family & Consumer Science	District, Regional or BOCES-developed	Waverly CSD developed Family & Consumer Science assessment
Health	District, Regional or BOCES-developed	Waverly CSD developed Health assessment
Business	District, Regional or BOCES-developed	Waverly CSD developed Business assessment
Music - Elementary Vocal	District, Regional or BOCES-developed	BOCES developed Elementary Vocal Music assessment
Music - Middle School Vocal	District, Regional or BOCES-developed	BOCES developed Middle School Vocal Music assessment
Music - High School Vocal	District, Regional or BOCES-developed	BOCES-developed High School Vocal Music assessment
Music - Middle School Instrumental	District, Regional or BOCES-developed	BOCES developed Middle School Instrumental Music assessment
Music - High School Instrumental	District, Regional or BOCES-developed	BOCES developed High School Instrumental Music assessment

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

Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of

growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of students that make their specific level of acceptable growth or better.

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

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

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

9 = 55-56% met target
10 = 57-58% met target
11 = 59-60% met target
12 = 61-63% met target
13 = 64-68% met target
14 = 69-72% met target
15 = 73-75% met target
16 = 76-80% met target
17 = 81-85% met target

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

3 = 30-33% met target
4 = 34-36% met target
5 = 37-40% met target
6 = 41-45% met target
7 = 46-50% met target
8 = 51-54% met target

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

0 = 10% or less met target
1 = 11-20% met target
2 = 21-29% met target

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.

(No response)

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.

By using the Generic Student Growth Across Grades/Subjects model, this takes into account variations in levels of performance, which will consider student prior academic history, students with disabilities, English language learners, students in poverty.

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)

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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	6(ii) School wide measure computed locally	Waverly CSD developed Grade 4 ELA assessment
5	6(ii) School wide measure computed locally	Waverly CSD developed Grade 5 ELA assessment
6	6(ii) School wide measure computed locally	Waverly CSD developed Grade 6 ELA assessment
7	6(ii) School wide measure computed locally	Waverly CSD developed Grade 7 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.	Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of students that make their specific level of acceptable growth or better. To differentiate growth from that growth used in the State assessment, District will be using individual grade proficiency in the State growth or comparable measures, and grade-wide proficiency in the locally-selected measures.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14 = 85% - 89% met target 15 = 90-100% met target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 = 55-57% met target 9 = 58-60% met target 10 = 61-66% met target 11 = 67-73% met target 12 = 74-79% met target 13 = 80-84% met target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3 = 30-33% met target 4 = 34-37% met target 5 = 38-43% met target 6 = 44-49% met target 7 = 50-54% met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 = 10% or less met target 1 = 11-20% met target 2 = 21-29% met target

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	6(ii) School wide measure computed locally	Waverly CSD developed Grade 4 Math assessment
5	6(ii) School wide measure computed locally	Waverly CSD developed Grade 5 Math assessment
6	6(ii) School wide measure computed locally	Waverly CSD developed Grade 6 Math assessment
7	6(ii) School wide measure computed locally	Waverly CSD developed Grade 7 Math assessment
8	6(ii) School wide measure computed locally	Waverly CSD 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.	Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of student that make their specific level of acceptable growth or better. To differentiate growth from that growth used in the State assessment, District will be using individual grade proficiency in the State growth or comparable measures, and grade-wide proficiency in the locally-selected measures.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14 = 85% - 89% met target 15 = 90-100% met target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 = 55-57% met target 9 = 58-60% met target 10 = 61-66% met target 11 = 67-73% met target 12 = 74-79% met target 13 = 80-84% met target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3 = 30-33% met target 4 = 34-37% met target 5 = 38-43% met target 6 = 44-49% met target 7 = 50-54% met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 = 10% or less met target 1 = 11-20% met target 2 = 21-29% met target

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.

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Waverly CSD developed Grade K ELA assessment
1	6(ii) School-wide measure computed locally	Waverly CSD developed Grade 1 ELA assessment
2	6(ii) School-wide measure computed locally	Waverly CSD developed Grade 2 ELA assessment
3	6(ii) School-wide measure computed locally	Waverly CSD developed Grade 3 ELA assessment

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.	Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of student that make their specific level of acceptable growth or better. To differentiate growth from that growth used in the State assessment, District will be using individual grade proficiency in the State growth or comparable measures, and grade-wide proficiency in the locally-selected measures.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18 = 86% - 90% met target 19 = 91%-94% met target 20 = 95-100% met target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9 = 55-56% met target 10 = 57-58% met target 11 = 59-60% met target 12 = 61-63% met target 13 = 64-68% met target 14 = 69-72% met target 15 = 73-75% met target 16 = 76-80% met target 17 = 81-85% met target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3 = 30-33% met target 4 = 34-36% met target 5 = 37-40% met target 6 = 41-45% met target 7 = 46-50% met target 8 = 51-54% met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 = 10% or less met target 1 = 11-20% met target 2 = 21-29% met target

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Waverly CSD developed Grade K Math assessment
1	6(ii) School-wide measure computed locally	Waverly CSD developed Grade 1 Math assessment
2	6(ii) School-wide measure computed locally	Waverly CSD developed Grade 2 Math assessment
3	6(ii) School-wide measure computed locally	Waverly CSD developed Grade 3 Math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of student that make their specific level of acceptable growth or better. To differentiate growth from that growth used in the State assessment, District will be using individual grade proficiency in the State growth or comparable measures, and grade-wide proficiency in the locally-selected measures.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18 = 86% - 90% met target 19 = 91%-94% met target 20 = 95-100% met target
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9 = 55-56% met target 10 = 57-58% met target 11 = 59-60% met target 12 = 61-63% met target 13 = 64-68% met target 14 = 69-72% met target 15 = 73-75% met target 16 = 76-80% met target 17 = 81-85% met target
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	3 = 30-33% met target 4 = 34-36% met target 5 = 37-40% met target 6 = 41-45% met target 7 = 46-50% met target 8 = 51-54% met target 7 = 66-67% met target 8 = 68-69% met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 = 10% or less met target 1 = 11-20% met target 2 = 21-29% met target

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Waverly CSD developed Grade 6 Science assessment
7	6(ii) School wide measure computed locally	Waverly CSD developed Grade 7 Science assessment
8	6(ii) School wide measure computed locally	Waverly CSD developed Grade 8 Science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of student that make their specific level of acceptable growth or better. To differentiate growth from that growth used in the State assessment, District will be using individual grade proficiency in the State growth or comparable measures, and grade-wide proficiency in the locally-selected measures.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18 = 86% - 90% met target 19 = 91%-94% met target 20 = 95-100% met target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9 = 55-56% met target 10 = 57-58% met target 11 = 59-60% met target 12 = 61-63% met target 13 = 64-68% met target 14 = 69-72% met target 15 = 73-75% met target 16 = 76-80% met target 17 = 81-85% met target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3 = 30-33% met target 4 = 34-36% met target 5 = 37-40% met target 6 = 41-45% met target 7 = 46-50% met target 8 = 51-54% met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 = 10% or less met target 1 = 11-20% met target 2 = 21-29% met target

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Waverly CSD developed Grade 6 Social Studies assessment
7	6(ii) School wide measure computed locally	Waverly CSD developed Grade 7 Social Studies assessment
8	6(ii) School wide measure computed locally	Waverly CSD developed Grade 8 Social Studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of student that make their specific level of acceptable growth or better. To differentiate growth from that growth used in the State assessment, District will be using individual grade proficiency in the State growth or comparable measures, and grade-wide proficiency in the locally-selected measures.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18 = 86% - 90% met target 19 = 91%-94% met target 20 = 95-100% met target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9 = 55-56% met target 10 = 57-58% met target 11 = 59-60% met target 12 = 61-63% met target 13 = 64-68% met target 14 = 69-72% met target 15 = 73-75% met target 16 = 76-80% met target 17 = 81-85% met target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3 = 30-33% met target 4 = 34-36% met target 5 = 37-40% met target 6 = 41-45% met target 7 = 46-50% met target 8 = 51-54% met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 = 10% or less met target 1 = 11-20% met target 2 = 21-29% met target

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(i) School-wide measure based on State-provided measure	Global 2 State assessment
Global 2	6(i) School-wide measure based on State-provided measure	Global 2 State assessment
American History	6(ii) School wide measure computed locally	Waverly CSD developed American History assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of student that make their specific level of acceptable growth or better. To differentiate growth from that growth used in the State assessment, District will be using individual grade proficiency in the State growth or comparable measures, and grade-wide proficiency in the locally-selected measures.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18 = 86% - 90% met target 19 = 91%-94% met target 20 = 95-100% met target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9 = 55-56% met target 10 = 57-58% met target 11 = 59-60% met target 12 = 61-63% met target 13 = 64-68% met target 14 = 69-72% met target 15 = 73-75% met target 16 = 76-80% met target 17 = 81-85% met target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3 = 30-33% met target 4 = 34-36% met target 5 = 37-40% met target 6 = 41-45% met target 7 = 46-50% met target 8 = 51-54% met target

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 = 10% or less met target 1 = 11-20% met target 2 = 21-29% met target
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3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Waverly CSD developed High School Living Environment assessment
Earth Science	6(ii) School wide measure computed locally	Waverly CSD developed High School Earth Science assessment
Chemistry	6(ii) School wide measure computed locally	Waverly CSD developed High School Chemistry assessment
Physics	6(ii) School wide measure computed locally	Waverly CSD developed High School Physics assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of student that make their specific level of acceptable growth or better. To differentiate growth from that growth used in the State assessment, District will be using individual grade proficiency in the State growth or comparable measures, and grade-wide proficiency in the locally-selected measures.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18 = 86% - 90% met target 19 = 91%-94% met target 20 = 95-100% met target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9 = 55-56% met target 10 = 57-58% met target 11 = 59-60% met target 12 = 61-63% met target 13 = 64-68% met target 14 = 69-72% met target 15 = 73-75% met target

	16 = 76-80% met target 17 = 81-85% met target
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3 = 30-33% met target 4 = 34-36% met target 5 = 37-40% met target 6 = 41-45% met target 7 = 46-50% met target 8 = 51-54% met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 = 10% or less met target 1 = 11-20% met target 2 = 21-29% met target

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Waverly CSD developed High School Algebra 1 assessment
Geometry	6(ii) School wide measure computed locally	Waverly CSD developed High School Geometry assessment
Algebra 2	6(ii) School wide measure computed locally	Waverly CSD developed High School Algebra 2 assessment

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

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

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.	Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of student that make their specific level of acceptable growth or better. To differentiate growth from that growth used in the State assessment, District will be using individual grade proficiency in the State growth or comparable measures, and grade-wide proficiency in the locally-selected measures.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18 = 86% - 90% met target 19 = 91%-94% met target 20 = 95-100% met target

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9 = 55-56% met target 10 = 57-58% met target 11 = 59-60% met target 12 = 61-63% met target 13 = 64-68% met target 14 = 69-72% met target 15 = 73-75% met target 16 = 76-80% met target 17 = 81-85% met target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3 = 30-33% met target 4 = 34-36% met target 5 = 37-40% met target 6 = 41-45% met target 7 = 46-50% met target 8 = 51-54% met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 = 10% or less met target 1 = 11-20% met target 2 = 21-29% met target

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	6(ii) School wide measure computed locally	Waverly CSD developed Grade 9 ELA assessment
Grade 10 ELA	6(ii) School wide measure computed locally	Waverly CSD developed Grade 10 ELA assessment
Grade 11 ELA	6(ii) School wide measure computed locally	Waverly CSD developed Grade 11 ELA assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of student that make their specific level of acceptable growth or better. To differentiate growth from that growth used in the
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	State assessment, District will be using individual grade proficiency in the State growth or comparable measures, and grade-wide proficiency in the locally-selected measures.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18 = 80% - 90% met target 19 = 91%-94% met target 20 = 95-100% met target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9 = 70% met target 10 = 71% met target 11 = 72% met target 12 = 73% met target 13 = 74% met target 14 = 75% met target 15 = 76% met target 16 = 77% met target 17 = 78-79% met target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3 = 30-33% met target 4 = 34-36% met target 5 = 36-40% met target 6 = 41-45% met target 7 = 46-50% met target 8 = 51-54% met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 = 10% or less met target 1 = 11-20% met target 2 = 21-29% met target

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
Library	6(ii) School wide measure computed locally	Waverly CSD developed High School Research project assessment
Reading Intervention	6(ii) School wide measure computed locally	Waverly CSD developed High School ELA assessment
Math Intervention	6(ii) School wide measure computed locally	Waverly CSD developed High School Math assessment
Speech	6(ii) School wide measure computed locally	LWaverly CSD developed High School speech assessment
Special Education - Resource	6(ii) School wide measure computed locally	Waverly CSD developed High School Resource Room assessment
Special Education - 15:1	6(ii) School wide measure computed locally	Waverly CSD developed High School 15:1 assessment
Art - Middle School	6(ii) School wide measure computed locally	BOCES developed Middle School art assessment
Music - Elementary Instrumental	6(ii) School wide measure computed locally	BOCES developed Elementary Instrumental music assessment
Technology	6(ii) School wide measure computed locally	Waverly CSD developed High School Technology assessment
Physical Education	6(ii) School wide measure computed locally	Waverly CSD developed High School Physical Education assessment

Family & Consumer Science	6(ii) School wide measure computed locally	Waverly CSD developed High School Family & Consumer Science assessment
Business	6(ii) School wide measure computed locally	Waverly CSD developed High School Business assessment
Art - High School	6(ii) School wide measure computed locally	BOCES developed High School art assessment
Art - Elementary	6(ii) School wide measure computed locally	BOCES developed Elementary art assessment
Music - Middle Instrumental	6(ii) School wide measure computed locally	BOCES developed Middle School Instrumental music assessment
Music - High Instrumental	6(ii) School wide measure computed locally	BOCES developed High School Instrumental music assessment
Music - High Vocal	6(ii) School wide measure computed locally	BOCES developed High School Vocal music assessment
Music - Elementary Vocal	6(ii) School wide measure computed locally	BOCES developed Elementary Vocal music assessment
Music - Middle Vocal	6(ii) School wide measure computed locally	BOCES developed Middle School Vocal music assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of student that make their specific level of acceptable growth or better. To differentiate growth from that growth used in the State assessment, District will be using individual grade proficiency in the State growth or comparable measures, and grade-wide proficiency in the locally-selected measures.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	18 = 86% - 90% met target 19 = 91%-94% met target 20 = 95-100% met target
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9 = 55-56% met target 10 = 57-58% met target 11 = 59-60% met target 12 = 61-63% met target 13 = 64-68% met target 14 = 69-72% met target 15 = 73-75% met target 16 = 76-80% met target 17 = 81-85% met target

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3 = 30-33% met target
	4 = 34-36% met target
	5 = 37-40% met target
	6 = 41-45% met target
	7 = 46-50% met target
	8 = 51-54% met target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 = 10% or less met target
	1 = 11-20% met target
	2 = 21-29% met target

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

(No response)

3.13) HEDI Tables or Graphics

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

(No response)

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in 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.

By using the Generic Student Growth Across Grades/Subjects model, this takes into account variations in levels of performance, which will consider student prior academic history, students with disabilities, English language learners, and students in poverty.

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.

To combine multiple locally selected measures, we will independently calculate the student growth percentages for each subject area, then create a population-weighted average of the measures, and convert it to the HEDI score as noted above.

3.16) Assurances

Please check all of the boxes below:

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

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

4. Other Measures of Effectiveness (Teachers)

Created Monday, May 21, 2012

Updated Thursday, October 11, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	35
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	25

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

(No response)

4.3) Survey Tools (if applicable)

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

- Checked

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.

The Danielson Rubric includes two domains directly related to classroom observation (Domains 2 and 3) and two domains which involve materials and evidence that may not be directly observed (Domains 1 and 4). From the observation, a teacher may earn up to 35 points as described in the chart from Domains 2 and 3. During pre- and post-observation meetings, the teacher and observer will participate in a structured review of lesson plans, student portfolios and /or other teacher artifacts to allow the teacher to earn up to 25 points as described in the chart for Domains 1 and 4. This will be the weighting used to calculate the score as follows:

1. Using the Domain forms, the observer will rate the observed elements at each of the following levels: Highly effective (4), Effective (3), Developing (2), and Ineffective (1).

2. Add the ratings for each element within the domain and create an average score for that domain.
3. For each domain, multiply the average score by the percentage weight (found in the chart) to get the weighted score for each domain.
4. Add the weighted scores for all four domains to get a single number as reflected in the following scale:
 - a. Highly Effective – 3.5 – 4
 - b. Effective – 2.5 – 3.4
 - c. Developing – 1.5 – 2.4
 - d. Ineffective – 1.0 – 1.4
5. The final score will then be converted to a 60 point score using the attached chart.
Final score will reflect the weighted average as reflected in the attachment. Ranges will not overlap due to rounding.

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/5091/131740-eka9yMJ855/DanielsonThe Placemat Quadrant of Four Domains final.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teacher 's weighted score is 3.5 to 4, and converts to a final score of 59-60 points
Effective: Overall performance and results meet NYS Teaching Standards.	Teacher's weighted score is 2.5 to 3.4, and converts to a final score of 57-58 points
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teacher's weighted score is 1.5 to 2.4, and converts to a final score of 50-56 points
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teacher's weighted score is 1 to 1.4, and converts to a final score of 0-49 points

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	4
4.6) Observations of Probationary Teachers Informal/Short	2
4.6) Observations of Probationary Teachers Enter Total	6

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	2
4.7) Observations of Tenured Teachers Informal/Short	2
4.7) Observations of Tenured Teachers Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Monday, May 21, 2012

Updated Thursday, October 11, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Monday, May 21, 2012

Updated Thursday, October 11, 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/5265/131749-Df0w3Xx5v6/TEACHER IMPROVEMENT PLAN FORM_1.doc](assets/survey-uploads/5265/131749-Df0w3Xx5v6/TEACHER_IMPROVEMENT_PLAN_FORM_1.doc)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

A. The Evaluation Appeals Procedure (See Commissioner's Regulation 30-2.6 and 30-2.11):

1. For the purpose of this article, "days" are defined as days on which the district office is open.

2. If, due to extenuating circumstances, the teacher is not able to stay within the timeline for any step of an appeal, the parties agree to

extend the deadline accordingly but no later than the first day of school. It is understood that the teacher will make every effort to initiate or continue the appeal process in a timely manner.

3. Teachers can only appeal composite ratings of “ineffective” or “developing.” This is the only procedure for challenging composite ratings. The teacher can only appeal any portion of the APPR process allowable by Commissioner’s regulations Section 30-2.11.

4. A teacher cannot file multiple appeals on the same performance review, thus all issues must be raised at the time the appeal is filed, or are deemed waived.

5. The teacher bears the burden of proving by substantial evidence that the evaluation should be overturned. All appeals must be commenced and advanced to the next step within the timelines or are deemed waived, and are not subject to review in any other forum.

6. STEP 1: The teacher begins an appeal with evaluator of record. The teacher must attempt to resolve the appeal informally within ten (10) days of receipt of the composite score through a conference with the lead evaluator.

7. STEP 2: If issues are not resolved to the teacher’s satisfaction through the informal step, the teacher can choose to appeal to the next level, but must do so within five (5) days of the informal conference. The appeal must be submitted in writing to the Superintendent’s office, and must include a detailed explanation of the basis for the appeal, including any documents that support the appeal. The evaluator shall be given a copy of the appeal documents and may submit a response within five (5) days of receipt of said copy. The Superintendent’s office will refer the appeal papers to each member of the Evaluation Appeals Committee (EAC) within five (5) days. The EAC is composed of one person selected by the Superintendent, one person selected by the WTA, and one person jointly selected by the WTA and the Superintendent. None of the committee members can be the appealing teacher or the evaluator. The EAC will review the paperwork submitted on the appeal, and schedule a hearing to allow the teacher and lead evaluator to fully present his/her evidence, and respond to questions. The EAC will notify the Superintendent of the scheduled hearing date, who will advise the appealing teacher, the lead evaluator, and the Union President in writing of the date, place and time of the hearing. Appearance at this hearing is expected. The EAC will render a decision to the lead evaluator, the appellant, the WTA President, and the Superintendent within five days of the hearing. The EAC will reach a decision by a unanimous vote. If the vote is to uphold the appeal, the decision of the evaluator of record is overturned, and the EAC will order an adjustment to the teacher’s composite score. If the vote is to deny the appeal, the decision of the evaluator of record stands. If a unanimous vote is not reached, the EAC shall summarize the opposing viewpoints in writing and submit this document to the lead evaluator, the appellant, the WTA President, and the Superintendent.

8. STEP 3: If a unanimous vote is not reached, the Superintendent reviews the EAC’s findings and follows with a decision within ten (10) days of receipt of the EAC’s submission.

9. If the Superintendent upholds the appeal, the District will take necessary steps to revise the composite score accordingly. If the Superintendent denies the appeal, the decision of the evaluator of record stands. The decision of the superintendent is final and binding. However, nothing in this appeals process prevents the WTA from filing a grievance regarding the observation process set forth in Article 20 of the collective bargaining agreement.

10. The Evaluation Appeals Procedure shall sunset on November 1, 2013.

11. In all cases, the appeals process shall be timely and expeditious in accordance with New York State Education Law Section 3012-c.

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.

B.O.C.E.S Provided Training through Greater Southern Tier B.O.C.E.S

Principals designated as Lead Evaluators attended 6 Training session that provided in-depth instruction in the 10 Required Component per Subsection 30-2.9 of the Commissioners Regulations.

Training sessions were conducted to provide specific observational techniques that support the use of the Danielson Revised (2011) Rubric. Principals were provided instruction in the overall use of the rubric as well as development and evaluation of Student Learning Objectives. Principals were trained to observe and rate the performance of teachers through the domains of the rubric and in reference to NYS Teaching and Learning Standards. Principals practice was guided through Evidence Based Observation Techniques compliant with Commissioner’s regulations.

Lead Evaluators will identified and approved through Board of Education resolution and re-certified through ongoing training with GST B.O.C.E.S.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, July 10, 2012

Updated Thursday, October 11, 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):

2-4
5
6-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
PK-1	District, regional, or BOCES-developed	Waverly Central School District developed K-1 Math and ELA assessment

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.	To differentiate growth from that growth used in the State assessment, District will be using individual grade proficiency in the State growth or comparable measures, and grade-wide proficiency in the locally-selected measures.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). 18 = 86% - 90% met target 19 = 91%-94% met target 20 = 95-100% met target
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). 9 = 55-56% met target 10 = 57-58% met target 11 = 59-61% met target 12 = 61-63% met target 13 = 64-68% met target 14 = 69-72% met target 15 = 73-75% met target 16 = 76-80% met target 17 = 81-85% met target
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). 3 = 30-33% met target 4 = 34-36% met target 5 = 36-40% met target

6 = 41-45% met target

7 = 46-50% met target

8 = 51-54% met target

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

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

0 = 10% or less met target

1 = 11-20% met target

2 = 21-29% met target

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.

No controls.

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 Monday, July 09, 2012

Updated Thursday, October 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
2-4	(d) measures used by district for teacher evaluation	Waverly Central School District developed Math and ELA assessment for grades 2-4
5	(d) measures used by district for teacher evaluation	Waverly Central School District developed Math and ELA assessment for grade 5
6-12	(d) measures used by district for teacher evaluation	Waverly Central School District developed Math and ELA assessment for grades 6-12

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.	To differentiate growth from that growth used in the State assessment, District will be using individual grade proficiency in the State growth or comparable measures, and grade-wide proficiency in the locally-selected measures.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	86% of students meet target 86% - 93% = 14 94% - 100% = 15
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50%-85% of students meet target 50-55% =8 56-62% =9 63-68% = 10 69-75% = 11 76-80% = 12 81-85% = 13

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	30-49% of students meet target
	30-33% = 3
	34-36% = 4
	37-39% = 5
	40-44% = 6
	45-49% = 7
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-29% of students met the target
	1-10% = 0
	11-20% = 1
	21-29% = 2

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.

(No response)

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
PK-1	(d) measures used by district for teacher evaluation	Waverly Central School District developed K-1 ELA and Math assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Waverly Central School District will be using the Generic Student Growth Expectations Across Grades/Subjects model expressed in State Education Department documents as "Choice 2." In this model, the District will establish the expected level of growth of the individual student based on the student's baseline performance. The HEDI score then is based on the percentage of student that make their specific level of acceptable growth or better.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18 = 86% - 90% met target 19 = 91%-94% met target 20 = 95-100% met target
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9 9 = 55-56% met target 10 = 57-58% met target 11 = 59-60% met target 12 = 61-63% met target

13 = 64-68% met target
 14 = 69-72% met target
 15 = 73-75% met target
 16 = 76-80% met target
 17 = 81-85% met target

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

3 = 30-33% met target
 4 = 34-36% met target
 5 = 37-40% met target
 6 = 41-45% met target
 7 = 46-50% met target
 8 = 51-54% met target

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

0 = 10% or less met target
 1 = 11-20% met target
 2 = 21-29% met target

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.

No controls.

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.

Each lead evaluator and evaluator will be required to participate in BOCES training to be certified and recertified in order to ensure inter-rater reliability.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
---	-------

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

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

9. Other Measures of Effectiveness (Principals)

Created Friday, June 29, 2012

Updated Thursday, October 11, 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.	Checked
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).	Checked

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	Checked
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	Checked

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.

1. Using the Domain forms, the observer will rate the observed elements of the ISLCC Multidimensional Principal Performance Rubric at each of the following levels: Highly effective (4), Effective (3), Developing (2), and Ineffective (1).
2. Add the ratings for each element within the domain and create an average score for that domain.
3. For each domain, multiply the average score by the percentage weight (found in the chart) to get the weighted score for each domain.
4. Add the weighted scores for all six domains to get a single number as reflected in the following scale:
 - a. Highly Effective – 3.5 – 4
 - b. Effective – 2.5 – 3.4
 - c. Developing – 1.5 – 2.4
 - d. Ineffective – 1.0 – 1.4
5. The final score will then be converted to a 60 point score using the attached chart. The final score will reflect the weighted average as reflected in the attachment. Ranges will not overlap due to rounding.

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.

(No response)

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.	Principal 's weighted score is 3.5 to 4, and converts to a final score of 59-60points
Effective: Overall performance and results meet standards.	Principal's weighted score is 2.5 to 3.4, and converts to a final score of 57-58 points
Developing: Overall performance and results need improvement in order to meet standards.	Principal's weighted score is 1.5 to 2.4, and converts to a final score of 50-56 points
Ineffective: Overall performance and results do not meet standards.	Principal's weighted score is 1 to 1.4, and converts to a final score of 0-49 points

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
------------------	-------

Effective	57-58
Developing	50-56
Ineffective	0-49

9.8) School Visits

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

Probationary Principals

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, August 07, 2012
Updated Thursday, October 11, 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	Highly Effective 59-60
Effective	Effective 57-58
Developing	Developing 50-56
Ineffective	Ineffective 0-49

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 Monday, July 23, 2012

Updated Thursday, October 11, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/154455-Df0w3Xx5v6/WCSD Principal Rubric APPR .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:

*Waverly Central School District
WAPSA APPR Team
Appeals Process*

*Scope of Appeal
Appeals of annual professional performance reviews should be limited to those that rate a principal as ineffective or developing only.*

A principal rated developing or ineffective may appeal the following subjects in accordance with Education Law §3012-c:

- 1. The school district's adherence to the standards and methodologies required for such reviews, pursuant to §3012-c;*
- 2. The adherence to the Commissioner's regulations, as applicable to such reviews;*
- 3. Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- 4. The school district's issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law §3012-c.*

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

Burden of Proof

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

Timeframe and Process for Filing an Appeal

The Principal must inform the Superintendent in writing not later than five (5) workdays of receipt of the evaluation. Said appeal must be submitted to the Superintendent and EHAC President.

The Superintendent will meet with the Association President or their designee in an effort to informally resolve the appeal within 10 days after receipt of the notice of appeal.

If there is no resolution a formal appeal will be submitted to the GST BOCES Superintendent or their designee within 5 days after the informal conference.

The GST BOCES Superintendent or their designee will conduct a formal appeal conference within ten (10) days from the conclusion of the informal conference. A written decision of the appeal shall be rendered no later than fifteen (15) calendar days from the close of the appeal conference. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. A copy of the decision becomes part of the official observation record.

This appeals process shall automatically sunset and expire on October 31, 2013. The Association and the District will negotiate a successor to the expired appeals process.

At any level, if the appeal is sustained, the following may happen: a rating may be set aside if it has been affected by substantial error or defect, a rating may be modified if it is affected by substantial error or defect, or a new evaluation may be ordered if procedures have been violated.

Exclusivity of §3012-c Appeal Procedure

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

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.

Throughout the spring and summer of 2012, our evaluators received a blend of trainings, predominantly through GST BOCES. The GST BOCES courses include training in all nine required components of the New York State Commissioner's Regulations §30-2.9 taught by members of our RTTT Network Team who attend the Network Team Institutes sponsored by NYSED in Albany and turnkey them locally. Additionally, we have and will continue to participate in webinars and workshops from other resources, such as NYSED, NYSCOSS.

Our evaluators participate in the trainings we offer our teaching staff on the rubric we have selected. Our evaluators all have access to the professional development resources available through Danielson and continue to work as a team to maintain inter-rater reliability in bi-weekly practice sessions. Deeper understanding is provided through training infused in the regional Superintendent's Council Meetings, Principal's Meetings, regional trainings on components of the APPR system through our RTTT Network Team, and our own administrative council meetings. GST BOCES will continue offering more training on the APPR system as NYSED resources become available. Our evaluators will participate in those trainings.

We will work toward inter-rater reliability within our own team by working together on evaluations and sample lessons. Any new

evaluators hired throughout the year will attend trainings offered by GST BOCES and also participate in the ongoing training our whole administrative team participates in.

All of our evaluators will be certified by our Board of Education. Our BOE certified current evaluators at our September, 2012 BOE meeting and we will continue to recertify our evaluators annually.

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 Tuesday, July 03, 2012

Updated Thursday, October 11, 2012

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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/5581/148311-3Uqgn5g9Iu/APPR - District Re- Certification Form.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.

A Framework for Teaching Components of Professional Practice

<p>Domain 1: Planning and Preparation 15 pts. (24%)</p> <p>1a. Demonstrating knowledge of content and pedagogy</p> <ul style="list-style-type: none"> ▪ <i>knowledge of content and the structure of the discipline</i> ▪ <i>knowledge of prerequisite relationships</i> ▪ <i>knowledge of content-related pedagogy</i> <p>1b. Demonstrating knowledge of students</p> <ul style="list-style-type: none"> ▪ <i>knowledge of child and adolescent development</i> ▪ <i>knowledge of the learning process</i> ▪ <i>knowledge of students' skills, knowledge and language proficiency</i> ▪ <i>knowledge of students' interests and cultural heritage</i> ▪ <i>knowledge of students' special needs</i> <p>1c. Setting instructional outcomes</p> <ul style="list-style-type: none"> ▪ <i>value, sequence and alignment</i> ▪ <i>clarity</i> ▪ <i>balance</i> ▪ <i>suitability for diverse learners</i> <p>1d. Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> ▪ <i>resources for classroom use</i> ▪ <i>resources to extend content knowledge and pedagogy</i> ▪ <i>resources for students</i> <p>1e. Designing coherent instruction</p> <ul style="list-style-type: none"> ▪ <i>learning activities</i> ▪ <i>instructional materials and resources</i> ▪ <i>instructional groups</i> ▪ <i>lesson and unit structure</i> <p>1f. Designing student assessments</p> <ul style="list-style-type: none"> ▪ <i>congruence with instructional outcomes</i> ▪ <i>criteria and standards</i> ▪ <i>design of formative assessments</i> 	<p>Domain 2: Classroom Environment 10 pts. (17%)</p> <p>2a. Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> ▪ <i>teacher interaction with students</i> ▪ <i>student interactions with one another</i> <p>2b. Establishing a culture for learning</p> <ul style="list-style-type: none"> ▪ <i>importance of the content</i> ▪ <i>expectations for learning and achievement</i> ▪ <i>student pride in work</i> <p>2c. Managing classroom procedures</p> <ul style="list-style-type: none"> ▪ <i>management of instructional groups</i> ▪ <i>management of transitions</i> ▪ <i>management of materials and supplies</i> ▪ <i>performance of non-instructional duties</i> ▪ <i>supervision of volunteers and paraprofessionals</i> <p>2d. Managing student behavior</p> <ul style="list-style-type: none"> ▪ <i>expectations</i> ▪ <i>monitoring of student behavior</i> ▪ <i>responses to student misbehavior</i> <p>2e. Organizing physical space</p> <ul style="list-style-type: none"> ▪ <i>safety and accessibility</i> ▪ <i>arrangement of furniture and use of physical resources</i>
<p>Domain 4: Professional Responsibilities 10 pts. (17%)</p> <p>4a. Reflection on Teaching</p> <ul style="list-style-type: none"> ▪ <i>accuracy</i> ▪ <i>use in future teaching</i> <p>4b. Maintaining accurate records</p> <ul style="list-style-type: none"> ▪ <i>student completion of assignments</i> ▪ <i>student progress in learning</i> ▪ <i>non-instructional records</i> <p>4c. Communicating with families</p> <ul style="list-style-type: none"> ▪ <i>information about the instructional program</i> ▪ <i>information about individual students</i> ▪ <i>engagement of families in the instructional program</i> <p>4d. Participating in a professional community</p> <ul style="list-style-type: none"> ▪ <i>relationships with colleagues</i> ▪ <i>involvement in a culture of professional inquiry</i> ▪ <i>service to school</i> ▪ <i>participation in school and district projects</i> <p>4e. Growing and developing professionally</p> <ul style="list-style-type: none"> ▪ <i>enhancement of content knowledge and pedagogical skill</i> ▪ <i>receptivity to feedback from colleagues</i> ▪ <i>service to profession</i> <p>4f. Showing professionalism</p> <ul style="list-style-type: none"> ▪ <i>integrity and ethical conduct</i> ▪ <i>service to students</i> ▪ <i>advocacy</i> ▪ <i>decision making</i> 	<p>Domain 3: Instruction 25 pts. (42%)</p> <p>3a. Communicating with students</p> <ul style="list-style-type: none"> ▪ <i>expectations for learning</i> ▪ <i>directions and procedures</i> ▪ <i>explanations of content</i> ▪ <i>use of oral and written language</i> <p>3b. Using questioning and discussion techniques</p> <ul style="list-style-type: none"> ▪ <i>quality of questions</i> ▪ <i>discussion techniques</i> ▪ <i>student participation</i> <p>3c. Engaging students in learning</p> <ul style="list-style-type: none"> ▪ <i>activities and assignments</i> ▪ <i>grouping of students</i> ▪ <i>instructional materials and resources</i> ▪ <i>structure and pacing</i> <p>3d. Using assessment in instruction</p> <ul style="list-style-type: none"> ▪ <i>assessment criteria</i> ▪ <i>monitoring of student learning</i> ▪ <i>feedback to students</i> ▪ <i>student self-assessment and monitoring of progress</i> <p>3e. Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> ▪ <i>lesson adjustment</i> ▪ <i>response to students</i> ▪ <i>persistence</i>

CONVERSION CHART – 60 POINTS (OTHER MEASURES)		
RAW SCORE	CATEGORY	CONVERSION
INEFFECTIVE (0-49)		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
DEVELOPING (50-56)		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
EFFECTIVE (57-58)		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
HIGHLY EFFECTIVE		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		59.9
4		60

TEACHER IMPROVEMENT PLAN			
NAME			
GRADE		SUBJECT	

AREAS IN NEED OF IMPROVEMENT			
TIMELINE FOR ACHIEVING IMPROVEMENT			
MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED			

DIFFERENTIATED ACTIVITIES TO SUPPORT IMPROVEMENT	

Teacher

Date

Principal

Date

Superintendent

Date

cc: Superintendent, Personnel File, Teacher

APPR: Teacher Improvement Plan

June, 2012

Finding the ISLCC Leadership Standards within the
Multidimensional Principal Performance Rubric

<p>Domain 1: Shared Vision of Learning Culture (2)</p> <ul style="list-style-type: none"> Collaborating with key stakeholders in the school to develop and implement a shared vision and mission for learning <p>Sustainability (2)</p> <ul style="list-style-type: none"> Use and evaluation of strategic processes and structures to promote the school's continuous and sustainable improvement 	<p>Domain 3: Safe, Efficient, Effective Learning Environment Capacity Building (3)</p> <ul style="list-style-type: none"> Obtaining, allocating, aligning, and efficiently utilizing human, fiscal, and technological resources Developing the capacity for distributed leadership <p>Culture (4)</p> <ul style="list-style-type: none"> Promoting and protecting the welfare and safety of students and staff <p>Sustainability (3)</p> <ul style="list-style-type: none"> Monitoring and evaluating the management and operational systems <p>Instructional Program (5)</p> <ul style="list-style-type: none"> Ensuring teacher and organizational time is focused to support quality instruction and student learning
<p>Domain 2: School Culture and Instructional Program Culture (5)</p> <ul style="list-style-type: none"> Creating a personalized and motivating learning environment for students Nurturing and sustaining a culture of collaboration, trust, learning and high expectations <p>Instructional Program (6)</p> <ul style="list-style-type: none"> Creating a comprehensive, rigorous, and coherent curricular program Supervising instruction Maximizing time spent on quality instruction <p>Capacity Building (2)</p> <ul style="list-style-type: none"> Developing the instructional and leadership capacity of staff Promoting the use of the most effective and appropriate technologies to support teaching and learning <p>Sustainability (4)</p> <ul style="list-style-type: none"> Developing assessment and accountability systems to monitor student progress <p>Strategic Planning Process: Monitoring/Inquiry (3)</p> <ul style="list-style-type: none"> Monitor and evaluate the impact of the instructional program 	<p>Domain 4: Community Strategic Planning Process: Inquiry (5)</p> <ul style="list-style-type: none"> Collecting and analyzing data and information pertinent to the educational environment <p>Culture (2)</p> <ul style="list-style-type: none"> Promoting understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources <p>Sustainability (3)</p> <ul style="list-style-type: none"> Building and sustaining positive relationships with families and caregivers

Finding the ISLCC Leadership Standards within the
Multidimensional Principal Performance Rubric

<p>Domain 5: Integrity, Fairness, Ethics</p> <p>Sustainability (3)</p> <ul style="list-style-type: none"> • Ensuring a system of accountability for every student’s academic and social success • Considering and evaluating the potential moral and legal consequences of decision-making <p>Culture (3)</p> <ul style="list-style-type: none"> • Modeling principles of self-awareness, reflective practice, transparency, and ethical behavior • Safeguarding the values of democracy, equity and diversity • Promoting social justice and ensuring that individual student needs inform all aspects of schooling 	<p>Domain 6: Political, Social, Economic, Legal and Cultural Context</p> <p>Sustainability (2)</p> <ul style="list-style-type: none"> • Acting to influence local, district, state and national decisions affecting student learning • Assessing, analyzing and anticipating emerging trends and initiates in order to adapt leadership strategies <p>Culture (3)</p> <ul style="list-style-type: none"> • Advocating for children, families, and caregivers
<p>OTHER: GOAL SETTING AND ATTAINMENT</p> <p>Uncovering Goals</p> <ul style="list-style-type: none"> • Align • Define <p>Strategic Planning</p> <ul style="list-style-type: none"> • Prioritize • Strategize <p>Taking Action</p> <ul style="list-style-type: none"> • Mobilize • Monitor • Refine <p>Evaluating Attainment</p> <ul style="list-style-type: none"> • Document Insights Accomplishments Implications for Moving Forward • Next Steps 	

10/9/2012

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

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

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

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

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

