



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

Commissioner of Education
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January 9, 2013

Dr. John Gallagher, Superintendent
Westport Central School District
25 Sisco Street
Westport, NY 12993

Dear Superintendent Gallagher:

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: Craig L. King

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 Wednesday, January 02, 2013

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 151601040000

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

151601040000

1.2) School District Name: WESTPORT CSD

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

WESTPORT 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 Tuesday, May 29, 2012

Updated Thursday, January 03, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	3-8 State Assesments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
1	School-or BOCES-wide, group or team results based on State assessments	3-8 State Assesments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
2	School-or BOCES-wide, group or team results based on State assessments	3-8 State Assesments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11

	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 subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See the description and table in 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students growth exceeds assessment criteria
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-84% of students growth exceeds assessment criteria
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55-64% of students growth exceeds assessment criteria
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	54% or below of students growth exceeds assessment criteria

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
1	School-or BOCES-wide, group or team results based on State assessments	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
2	School-or BOCES-wide, group or team results based on State assessments	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11

	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.	See the description and table in 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students growth exceeds assessment criteria
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-84% of students growth exceeds assessment criteria
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55-64% of students growth exceeds assessment criteria

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Below 55% of students growth exceeds assessment criteria
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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	westport central developed grade 6 science assesment

7	District, regional or BOCES-developed assessment	westport central developed grade7 science assesment
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	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.	See the description and tables in 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students growth exceeds assessment criteria
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	65-84% of students growth exceeds assessment criteria
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	55-64% of students growth exceed assessment criteria
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Below 55% of students growth exceeds assessment criteria

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	Westport Central developed grade 6 social studies assesment

7	District, regional or BOCES-developed assessment	Westport Central developed grade 7 socila studies assesment
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8	District, regional or BOCES-developed assessment	Westport Central developed grade 8social studies assesment
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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.	See the description and table in 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students growth exceeds assessment criteria
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students growth exceeds assessment criteria
Developing (3 - 8 points) Results are below District goals for similar students.	55-64% of students growth exceeds assessment criteria
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Below 55% of students growth exceeds assessment criteria

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	School-/BOCES-wide group/team results based on State assessments	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11

	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.	See the description and table in 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students growth exceeds assessment criteria
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students growth exceeds assessment criteria
Developing (3 - 8 points) Results are below District goals for similar students.	55-64% of students growth exceeds assessment criteria
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Below 55% of students growth exceeds assessment criteria

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.	see the description and table in 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85-100% of students growth exceeds assessment criteria
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students growth exceeds assessment criteria
Developing (3 - 8 points) Results are below District goals for similar students.	55-64%% of students growth exceeds assessment criteria
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Below 55% of students growth exceeds assessment criteria

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.	See the description and table in 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% and above of the students meet assessment criteria
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students growth exceeds assessment criteria
Developing (3 - 8 points) Results are below District goals for similar students.	55-64%% of students growth exceeds assessment criteria
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Below 55% of students growth exceeds assessment criteria

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	School-/BOCES-wide group/team results based on State assessments	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
Grade 11 ELA	Regents assessment	Regents Exam ELA

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See the description and table in 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	85% and above of the students meet assessment criteria
Effective (9 - 17 points) Results meet District goals for similar students.	65-84% of students growth exceeds assessment criteria
Developing (3 - 8 points) Results are below District goals for similar students.	55-64%% of students growth exceeds assessment criteria
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Below 55% of students growth exceeds assessment criteria

2.10) All Other Courses

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

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

None

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Monday, June 04, 2012

Updated Tuesday, January 08, 2013

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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	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Socila Studies 11
5	6(ii) School wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11

6	6(ii) School wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
7	6(ii) School wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
8	6(ii) School wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11

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.	All teachers will receive one score. See table and explanation in 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined scores are exceptional and exceed expectations.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are at the average range and meet the expectations for proficiency for the district
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined tests scores do not meet the expectations of the district and demonstrate opportunities for improvements
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are not acceptable and significantly reflect a need for immediate improvement

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	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
5	6(ii) School wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
6	6(ii) School wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11

7	6(i) School-wide measure based on State-provided measure	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
8	6(i) School-wide measure based on State-provided measure	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11

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.	All teachers will receive one score. See table and explanation in 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are exceptional and exceed the expectation
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are at the average range and meet the expectations for proficiency for the district
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined tests scores do not meet the expectations of the district and demonstrate opportunities for improvements
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are not acceptable and significantly reflect a need for immediate improvement

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/138639-rhJdBgDruP/local_score_teachers_1-8.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

Using the drop-down boxes below, select the 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	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11

		and Social Studies 11
1	6(ii) School-wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
2	6(ii) School-wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
3	6(ii) School-wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11

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.	All teachers will receive one score. See explanation in 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are exceptional and exceed the expectation
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are at the average range and meet the expectations for proficiency for the district
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined tests scores do not meet the expectations of the district and demonstrate opportunities for improvements
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are not acceptable and significantly reflect a need for immediate improvement

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	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
1	6(ii) School-wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
2	6(ii) School-wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11

		and Social Studies 11
3	6(ii) School-wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11

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.	All teachers will receive one score. See explanation in 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are exceptional and exceed the expectation
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are at the average range and meet the expectations for proficiency for the district
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined tests scores do not meet the expectations of the district and demonstrate opportunities for improvements
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are not acceptable and significantly reflect a need for immediate improvement

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	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
7	6(ii) School wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
8	6(ii) School wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11

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.	All teachers will receive one score. See explanation in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are exceptional and exceed the district expectation.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are at the average range and meet the expectations for proficiency for the district
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined tests scores do not meet the expectations of the district and demonstrate opportunities for improvements
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are not acceptable and significantly reflect a need for immediate improvement

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	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
7	6(ii) School wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
8	6(ii) School wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11

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.	All teachers will receive the same score. See 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are exceptional and exceed the expectation
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement	Combined test scores are at the average range and meet the

for grade/subject.	expectations for proficiency for the district
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined tests scores do not meet the expectations of the district and demonstrate opportunities for improvements
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are not acceptable and significantly reflect a need for immediate improvement

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
Global 2	6(ii) School wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
American History	6(ii) School wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11

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.	All teachers will receive the same score. See 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are exceptional and exceed the expectation
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are at the average range and meet the expectations for proficiency for the district
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined tests scores do not meet the expectations of the district and demonstrate opportunities for improvements

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

Combined test scores are not acceptable and significantly reflect a need for immediate improvement

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	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
Earth Science	6(ii) School wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
Chemistry	6(ii) School wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
Physics	6(ii) School wide measure computed locally	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11

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.	All teachers will receive the same score. See 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are exceptional and exceed the expectation
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are at the average range and meet the expectations for proficiency for the district
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined tests scores do not meet the expectations of the district and demonstrate opportunities for improvements
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are not acceptable and significantly reflect a need for immediate improvement

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	3-8 State Assesments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
Geometry	6(ii) School wide measure computed locally	3-8 State Assesments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
Algebra 2	6(ii) School wide measure computed locally	3-8 State Assesments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11

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.	All teachers will receive the same score. See 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are exceptional and exceed the expectation
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are at the average range and meet the expectations for proficiency for the district
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined tests scores do not meet the expectations of the district and demonstrate opportunities for improvements
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are not acceptable and significantly reflect a need for immediate improvement

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	3-8 State Assesments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
Grade 10 ELA	6(ii) School wide measure computed locally	3-8 State Assesments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11
Grade 11 ELA	6(ii) School wide measure computed locally	3-8 State Assesments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11

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.	All teachers will receive the same score. See 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are exceptional and exceed the expectation
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are at the average range and meet the expectations for proficiency for the district
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined tests scores do not meet the expectations of the district and demonstrate opportunities for improvement
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are not acceptable and significantly reflect a need for immediate improvement

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
All other subjects	6(ii) School wide measure computed locally	3-8 State Assesments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11

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.	All teachers will receive the same score. See 3,13
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Combined test scores are exceptional and exceed the expectation
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are at the average range and meet the expectations for proficiency for the district
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined tests scores do not meet the expectations of the district and demonstrate opportunities for improvement
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined test scores are not acceptable and significantly reflect a need for immediate improvement

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/138639-y92vNseFa4/local score teachers 1-8.pdf

3.14) Locally Developed Controls

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

None at this time.

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.

See 3.13

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, June 04, 2012

Updated Thursday, January 03, 2013

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

(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]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Using the NYSUT scoring scale for the rubric, a range of scores has been negotiated to assign points for the teacher practice rubric. Teachers' performance will be assessed using multiple measures grounded in the New York State Teaching Standards. The NYSUT Teacher Rubric will be used to assess teacher's professional practice. Evidence for evaluations be determined through two (formal) observations for non-tenured teachers and one (formal) as well as at least one walk-through observation will be conducted. Other measures included in the evaluation include, teacher created materials (portfolio/resume), and or other resources provided by the teacher. The teacher will assume shared responsibility with the administrator for gathering and presenting the evidence to the administrator. The goal is to create an accurate portrayal of the the teacher's effectiveness and professional performance. Evidence gathered in the formal, informal and other materials will be used to create the summative evaluation. At least one of the observations will be an unannounced visit to the classroom.

All observations will be conducted by a Board approved certified evaluator. Evidence for each teacher will be systematically organized using the NYSUT teacher evaluation system. This score is then converted to a HEDI rating. The HEDI rating categories are:

1.0-1.4 - Ineffective

1.5-2.4-Developing

2.5-3.4-Effective

3.5-4.0 - Highly Effective

The rubric score will be then converted to a 60 point composite score.

The process for the math conversion includes the following: Each teacher will receive a final average score for the elements in each standar on the 1-4 rubric rating scale. These scores will be averaged to produce a score for each standard. The scores for all standards will be averaged to produce an average score.

Each standard will receive a score from 1 to 4. At the conclusion of the observation a subtotal will be created and then divided by the number of standards evaluated in the observation. At the conclusion of the two observations, we will add the scores together and divide by 2 to determine the professional rating (in example it is a 3.1) this will then be converted to a sub-component score as per the chart (ranging from 0-60) and a HEDI rating ranging from Ineffective to Highly Effective for this portion of the 60 points. Note the rounding of decimal scores on the conversion chart. The overall HEDI score will be a whole number.

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/5091/138657-eka9yMJ855/2908665-Willsboro Conversion Rubric 0-60 Modified 100912.pdf](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	3.5-4.0 , 59-60 on the composite score
Effective: Overall performance and results meet NYS Teaching Standards.	2.5-3.4,57-58 on the compositescore
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	1.5-2.4, 50-56 on the composite score
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	1-1.4, 0-49 on the composite score

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	2
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	3

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	1
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Monday, June 04, 2012

Updated Wednesday, January 02, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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 Thursday, July 12, 2012

Updated Thursday, January 03, 2013

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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/5265/151078-Df0w3Xx5v6/TIP 11-29.pdf>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS

The appeals procedure will be timely and expeditious.

This appeals procedure will apply to tenured teachers who have received a composite score of ineffective or developing. This

procedure will apply to probationary teachers who receive a rating of ineffective.

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures in connection with an ineffective or developing rating will limit the scope of appeals under Education Law §3012-c to the following subjects:

- (1) the substance of the annual professional review*
- (2) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;*
- (3) the adherence to the Commissioner's regulations, as applicable to such reviews;*
- (4) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- (5) the school district's issuance and/or implementation of the terms of the teacher improvement plan in connection with an ineffective or development rating under Education Law §3012-c.*

PROHIBITION AGAINST MORE THAN ONE APPEAL

A teacher may not file multiple appeals regarding the same performance review OR Teacher Improvement Plan. All grounds for appeal must be raised with specificity within one appeal.

TIMEFRAME FOR FILING APPEAL

All appeals must be submitted to the evaluator, who issued the performance review, in writing no later than 15 working days from the date when the teacher acknowledges receipt of his/her annual professional performance review rating OR 15 working days from the issuance of the Teacher Improvement Plan.

When filing an appeal, the teacher must submit to the evaluator:

- (1) a detailed written description of the specific area(s) of his/her performance review which may include the terms of his/her teacher improvement plan that is being challenged; and*
- (2) any additional documents or materials relevant to the appeal; and*
- (3) the Teacher Improvement Plan will be suspended pending the resolution of the appeal*

TIMEFRAME FOR EVALUATOR RESPONSE

Within 10 working days of receipt of an appeal, the evaluator who issued the performance review must submit a detailed written response to the appeal.

The evaluator's response must include:

- (1) a detailed written response to the appeal addressing the specific area(s) being challenged; and*
- (2) any and all additional documents or written materials specific to the point(s) being challenged that support the evaluator's response and are relevant to the resolution of the appeal.*

The teacher initiating the appeal shall receive a copy of the response filed by the evaluator, and any and all additional information submitted with the response.

PANEL APPEAL

If the teacher is not satisfied with the response from the evaluator and the matter has not been resolved to his/her satisfaction, within 15 working days of acknowledging the receipt of the decision of the evaluator, the teacher may request an appeal to a three person panel as described herein.

The parties agree to formulate a three-person panel to hear the appeal.

The panel will consist of a three members mutually chosen by the teacher, the WEA and the district.

The panel members must be chosen within three working days of the teacher requesting the appeal to the panel. Members of the panel must be professionally trained evaluators.

The decision/deliberations of the three-person panel shall be based on a written record which is comprised of:

(1) the teacher's appeal papers and any documentary evidence accompanying the appeal;

(2) the evaluator's response to the appeal and any documentary evidence accompanying the response.

A written recommendation of the three person panel shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. Within 5 working days of receipt of the appeal, the panel will issue a written recommendation for resolution to the Westport Education Association Co-Presidents and the Superintendent of Schools. The recommendation may be to deny the appeal, to sustain the appeal and grant remedy sought, or to sustain the appeal and modify the remedy: further, the reasoning for the recommendation, as well as dissenting opinions, if any, will be included with the recommendation.

For a Developing rating, the Panel's decision will be final and binding and not subject to any further appeal.

For an ineffective rating, the final and binding decision shall be made by the Superintendent of Schools as follows:

A written decision from the Superintendent of Schools based on the merits of the appeal by an ineffective teacher shall be rendered no later than 30 working days from the date upon which the teacher filed his/her appeal. The decision may be to deny the appeal, to sustain the appeal and grant remedy sought, or to sustain the appeal and modify the remedy.

The determination of the appeal by the Superintendent pursuant to the above process is final and binding and not subject to any further appeal through the grievance process except as otherwise authorized by law.

MISCELLANEOUS

The Regulations of the NYS Commissioner of Education state, tenured teachers and principals with a pattern of ineffective teaching or performance - defined by law as two consecutive annual "ineffective" ratings - may be charged and considered for termination through an expedited hearing process.

Therefore, the parties agree to a "hold harmless" provision for APPR to enable all teachers and district administrators to learn from their individual experiences, and make necessary modifications for a fair and valid system. The phrase "hold harmless" shall mean that the District shall not use an Ineffective rating as a means for an expedited hearing process. A teacher receiving an Ineffective rating is still subject to a TIP.

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

RIGHT FOR FUTURE APPEAL PROCEDURE AMENDMENTS

The details of the District's procedure for resolving appeals of annual professional performance review are determined through collective negotiations with the bargaining agent of the covered teachers. Upon the completion of future negotiations, the district's APPR Appeals Procedure may be amended by mutual agreement to reflect changes to the procedure of resolving appeals of annual professional performance review. Any changes will maintain a timely and expeditious process and will be in accordance with Education Law §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.

Lead evaluators will be trained in a series of turnkey workshops provided by Champlain Valley Educational Services. This process has been completed for the 2012-2013 school year. There were a total in excess of 10 sessions. Training will be ongoing, timely and continuous. Lead evaluators will be re-certified annually.

Certification for Lead Evaluators

Our Lead Evaluators show evidence of training within all nine Lead Evaluator training criteria and have received district certification as a Lead Evaluator. Administrators must be certified by their district as a Lead Evaluator prior to concluding a teacher APPR and assigning a composite score.

New York State Education Department Regulations for training:

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

Teacher Evaluator Training – Days 1

- *NYS Teaching Standards – Wisdom of Practice*
- *Connecting NYS Approved Rubrics to NYS Teaching Standards 8/16–17/11 (CVES)*

8/22-23/11 (FEH)

11/14-15/11 (CVES)

6/26-27/12 (CVES)

12 hours

Teacher Evaluator Training – Day 3

- *Utilizing the NYSUT or Pearson rubric to connect evidence to the NYS Teaching Standards 11/29/11 (CVES)*

12/12/11 (CVES)

3/22/12 (FEH)

7/17/12 (CVES) 6 hours

Teacher Evaluator Training – Days 4 5

- *Unpacking the NYSUT or Pearson rubric*
- *Overview of Teacher Evaluation and Development Handbook 2/2 – 3/12 (CVES)*

2/13 -14/12 (CVES)

3/23 4/4/12 (FEH)

7/17-18/12 (CVES) 12 hours

Gearing Up For 2012-13

- *SLO Connections to the NYS Teaching Standards*
- *Structured Review for Teacher Evaluation 8/23/12 (CVES) 6 hours*

2. Evidence-based observation techniques that are grounded in research.

Aligned Professional Development

Teacher Evaluator Training – Day 2

- *Evidence versus Opinion – Understanding your own bias*

8/17/11 (CVES)

8/23/11 (FEH)

11/15/11 (CVES)

6/27/12 (CVES)

Teacher Evaluator Training – Day 3

- *Teacher Evaluation Concepts and Gathering Evidence 11/29/11 (CVES)*

12/12/11 (CVES)

3/22/12 (FEH)

7/17/12 (CVES)

Teacher Evaluator Training – Days 4 5

- *Evidence of Effective Teacher-Student Behaviors*
- *Identifying the Evidence*
- *Evidence Collection Tools*
- *Evidence-Based Observation Practice 2/2 – 3/12 (CVES)*

2/13 -14/12 (CVES)

3/23 4/4/12 (FEH)

7/17-18/12 (CVES)

Teacher Evaluator Training – Day 7

- *Evidence Review with Exemplars and Analysis*
- *Observation Practice 3/20/12 (CVES)*

4/4/12 (CVES)

5/30/12 (FEH)

8/7/12 (CVES) 6 hours

Teacher Evaluator Training – Day 8

- Structured Review (Stage 1: Lesson Plan and Pre-Observation Conference, Stage 2: Classroom Observation, Stage 3: Reflection and Post-Observation Conference, Stage 4: Assessing Standards through a Structured Review)

- Observation Practice 3/21/12 (CVES)

4/5/12 (CVES)

6/8/12 (FEH)

8/8/12 (CVES) 6 hours

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.

CVES CSO Meeting – Growth Overview 6/13/12 (CVES) 1 hour

Growth Model Overview 8/13/12 (CVES) 2 hours

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.

Teacher Evaluator Training – Day 2

- Connecting NYS Approved Rubrics to NYS Teaching Standards 8/17/11 (CVES)

8/23/11 (FEH)

11/15/11 (CVES)

6/27/12 (CVES)

Teacher Evaluator Training – Day 3

- Continuous Improvement Map – Where you are and where you want to be on the NYSUT or Pearson rubric 11/29/11 (CVES)

12/12/11 (CVES)

3/22/12 (FEH)

7/17/12 (CVES)

Teacher Evaluator Training – Days 4 5

- Unpacking the Rubric

- Evidence-Based Observation Practice 2/2 – 3/12 (CVES)

2/13 - 14/12 (CVES)

3/23 4/4/12 (FEH)

7/17-18/12 (CVES)

Teacher Evaluator Training – Day 7

- Rubric Priorities

- Aligning the evidence to the indicators in the rubric 3/20/12 (CVES)

4/4/12 (CVES)

5/30/12 (FEH)

8/7/12 (CVES)

Teacher Evaluator Training – Day 8

- OAR (Objectivity, Alignment and Representativeness) Principles when evaluating teachers

- Lesson Observation 3/21/12 (CVES)

4/5/12 (CVES)

6/8/12 (FEH)

8/8/12 (CVES)

Gearing Up For 2012-13

- SLO Connections to the NYS Teaching Standards

- Structured Review for Teacher Evaluation

- Six Steps for Effective Feedback 8/23/12 (CVES)

5. Application and use of any assessment tools that the school district or BOCES utilize 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.

Teacher Evaluator Training – Day 1

- *Data Driven Instruction – Reporting Tools 8/16/11 (CVES)*
- 8/22/11 (FEH)
11/14/11 (CVES)
6/26/12 (CVES)

Teacher Evaluator Training – Day 3

- *Documentation Review – Organizing and Analyzing Teacher Evaluation Data 11/29/11 (CVES)*
- 12/12/11 (CVES)
3/22/12 (FEH)
7/17/12 (CVES)

Gearing Up For 2012-13

- *NYS SLO Annotated Rubric 8/23/12 (CVES)*

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.*

Teacher Evaluator Training – Day 4

- *District Rules on SLOs*
 - *District Assessment Chart 2/2/12 (CVES)*
- 2/13/12 (CVES)
3/23/12 (FEH)
7/18/12 (CVES)

Teacher Evaluator Training – Day 6

- *Student Learning Objectives – Evidence (pre- and post-tests) baseline, targets, and HEDI) 3/19/12 (CVES)*
- 4/4/12 (CVES)
5/21/12 (FEH)
7/18/12 (CVES) 6 hours

Gearing Up For 2012-13

- *NYS Test Integrity Unit*
- *Assessment Development 8/23/12 (CVES)*

7. *Use of the Statewide Instructional Reporting System.*

Individuals may reference Data Council Meetings (CVES) or CIO Meetings with NERIC (FEH and CVES)

Gearing Up For 2012-13

- *SIRS Overview ESEA Waiver 8/23/12 (CVES)*

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.*

Teacher Evaluator Training – Day 6

- *NYS Teacher and Principal Evaluation 2012-13 and Beyond – Summary of Revised APPR Provisions - The Purple Memo*
 - *SLO Overview – 20 points Growth and 20 Points Local 3/19/12 (CVES)*
- 4/4/12 (CVES)
5/21/12 (FEH)
7/18/12 (CVES)

SLO Development Training

- *Review of Purple Memo*
 - *Teacher Evaluation Road Map*
 - *SLO Elements and Template*
 - *HEDI Ratings 5/8/12 (CVES)*
- 5/11/12 (FEH)

SLO Overview Sessions

9. *Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.*

Teacher Evaluator Training – Day 8

- *Observe and Collect Evidence of an ESL Lesson 3/21/12 (CVES)*

4/5/12 (CVES)

6/8/12 (FEH)

8/8/12 (CVES)

Gearing Up For 2012-13

- *Research-Based Practices for Teaching Students Performing Below Grade Level and Students with Disabilities 8/23/12 (CVES)*

*** While not listed as a training component, we have ensured inter-rater reliability for both their teacher and principal evaluation systems.*

- *Inter-Rater Reliability Training – NYSUT Rubric 8/13-15/12 (CVES and FEH)*

Again, this process is continuous and ongoing. Re-certification will occur annually.

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 Monday, June 11, 2012

Updated Wednesday, January 02, 2013

Page 1

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

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

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

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

K-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-12	State assessment	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The principal will receive the school wide score. See the description in 2.11
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	NA
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	NA
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	NA
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	NA

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

[assets/survey-uploads/5365/141394-lha0DogRNw/2443892-State growth score teachers 12-19_1.pdf](#)

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.

Westport will make no adjustments

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 Thursday, July 12, 2012

Updated Tuesday, January 08, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-12	(a) achievement on State assessments	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11

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.	Please see the uploaded attachment in this section below
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 8.1

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

(No response)

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

assets/survey-uploads/5366/151075-qBFVOWF7fC/local score principal 1-8.pdf

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-12	(a) achievement on State assessments	3-8 State Assessments in ELA and Math. Results of the 5 required regents exams, Algebra, Earth Science, Global Studies, ELA 11 and Social Studies 11

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.	The local score will be determined as described in the HEDI graphic below and based on school wide results.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined scores are exceptional and exceed expectations
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined scores are average and meet the district expectations for student achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined scores do not meet expectations and provide or demonstrate opportunities for improvement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined scores are not acceptable and demonstrate the need for immediate improvement

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)

[assets/survey-uploads/5366/151075-pi29aiX4bL/\[8. Locally Selected Measures - Principals\] 300592-local measures - principals-49891439.pdf](#)

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.

8.3) Locally Developed Controls

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

None at this time

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Thursday, November 29, 2012

Updated Thursday, January 03, 2013

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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	(No response)
9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Principal performance will be assessed using multiple measures grounded in the Multidimensional Principal Performance Rubric. Evidence for evaluation portion of the Principal component will be determined through three school visits by The Superintendent. Principal created materials (portfolio/resume), and or other resources will provided by the Principal. The goal is to create an accurate portrayal of the the Principal's effectiveness and professional performance.

The Principal will receive a final average score on the 1-4 rubric rating scale. This score is then converted to a HEDI rating. The HEDI rating categories are:

1.0-1.4 - Ineffective

1.5-2.4-Developing

2.5-3.4-Effective

3.5-4.0 - Highly Effective

The rubric score will be then converted to a 60 point composite score.

The process for the math conversion includes the following: The components of each each domain will receive a score from a 1-4. The component scores in an element will then be averaged. The scores on all domains will then be averaged. This averaged rating from 1-4, will then be converted to t score ranging from 0-60 and a HEDI score rating ranging from Ineffective to Highly Effective . The rounding of scores in referenced in the conversion table. The overall HEIDI score will be a whole number.

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

<assets/survey-uploads/5143/255748-pMADJ4gk6R/Conversion Rubric 0-60 11-29.pdf>

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

Highly Effective: Overall performance and results exceed standards.	3.5-4, 59-60 points
Effective: Overall performance and results meet standards.	2.5-3.4, 57-58 points
Developing: Overall performance and results need improvement in order to meet standards.	1.5-2.4, 50-56 points
Ineffective: Overall performance and results do not meet standards.	1-1.4, 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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

10. Composite Scoring (Principals)

Created Monday, June 04, 2012

Updated Friday, December 21, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59-60
Effective	57-58
Developing	50-56
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 Thursday, September 27, 2012

Updated Thursday, January 03, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/183065-Df0w3Xx5v6/Westport Principal Administrator Improvement Plan Format.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Westport Central School Appeals Process

The following procedure is the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal's annual professional performance review in a timely and expeditious way.

A principal who receives a composite score rating of "ineffective" or "developing" may appeal his or her performance review.

Ratings of "highly effective" or "effective" cannot be appealed.

A principal may appeal only the school district's adherence to standards and methodologies required for such reviews, adherence to applicable regulations of the commissioner of education, and compliance with the procedures for the conduct of performance reviews set forth in the annual professional performance review plan.

Appeals related to the issuance of an improvement plan are limited to issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans, and must be initiated within fifteen (15) calendar days of the alleged failure of the District to comply with such requirements.

Appeals concerning a principal's performance review must be filed no later than fifteen (15) calendar days of the date when the principal receives it.

A principal wishing to initiate an appeal must submit, in writing, to the Superintendent a detailed description of the precise point(s) of disagreement over his/her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. Any such additional information not submitted at the time the appeal is filed shall not be considered in the deliberations related to the resolution of the appeal.

Under this appeals process the principal bears the burden of proving, by substantial evidence, the merits of his or her appeal. Each step in this process will be timely and expeditious.

An appeal of a "developing" rating will be delivered to the Superintendent who is trained as lead evaluator. The Superintendent will hold a hearing within 10 days and review all documentation presented by the District and/or the principal. The District, at its sole discretion, may wish to participate and testify at the hearing. The Superintendent will issue a written determination based on the merits and facts within ten (10) calendar days of the hearing. The decision of the Superintendent shall not be subject to any further appeal or procedures.

An appeal of an "ineffective" rating will be delivered to a "Peer Panel" of three principals trained as professional lead evaluators. The "Peer Panel" shall hold a hearing within 10 days and review all documentation presented by the District and/or the principal. The District, at its sole discretion, may wish to participate and testify at the hearing. The "Peer Panel" panel will issue a written majority determination based on the merits and facts within ten (10) calendar days of the hearing. The recommendation of the panel is advisory and shall become part of the appeal record.

If the principal is not satisfied with the findings of the Review Panel he/she may proceed to the next level of the appeal to the Superintendent within five (5) calendar days of receiving the recommendation from the "Peer Panel". The Superintendent will establish a date for a hearing with the principal within five (5) calendars days or as soon as practicable. The principal or Superintendent may invite any other relevant parties to participate in the hearing. The recommendation of the "Peer Panel" will be given significant consideration. The Superintendent's decision shall be rendered within ten days and will be final and an appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent shall not be subject to any further appeal or procedures. The appeals process will be timely and expeditious.

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.

Lead evaluators will be trained in a series of turnkey workshops provided by Champlain Valley Educational Services. This process has been completed for the 2012-2013 school year. There were a total in excess of 10 sessions. Training will be ongoing, timely and continuous. Lead evaluators will be re-certified annually.

Certification for Lead Evaluators

Our Lead Evaluators show evidence of training within all nine Lead Evaluator training criteria and have received district certification as a Lead Evaluator. Administrators must be certified by their district as a Lead Evaluator prior to concluding a teacher APPR and assigning a composite score.

New York State Education Department Regulations for training:

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

Teacher Evaluator Training – Days 1

- *NYS Teaching Standards – Wisdom of Practice*
- *Connecting NYS Approved Rubrics to NYS Teaching Standards 8/16–17/11 (CVES)*

8/22-23/11 (FEH)

11/14-15/11 (CVES)

6/26-27/12 (CVES)

12 hours

Teacher Evaluator Training – Day 3

- *Utilizing the NYSUT or Pearson rubric to connect evidence to the NYS Teaching Standards 11/29/11 (CVES)*

12/12/11 (CVES)

3/22/12 (FEH)

7/17/12 (CVES) 6 hours

Teacher Evaluator Training – Days 4 5

- *Unpacking the NYSUT or Pearson rubric*
- *Overview of Teacher Evaluation and Development Handbook 2/2 – 3/12 (CVES)*

2/13 -14/12 (CVES)

3/23 4/4/12 (FEH)

7/17-18/12 (CVES) 12 hours

Gearing Up For 2012-13

- *SLO Connections to the NYS Teaching Standards*
- *Structured Review for Teacher Evaluation 8/23/12 (CVES) 6 hours*

2. Evidence-based observation techniques that are grounded in research.

Aligned Professional Development

Teacher Evaluator Training – Day 2

- *Evidence versus Opinion – Understanding your own bias*

8/17/11 (CVES)

8/23/11 (FEH)

11/15/11 (CVES)

6/27/12 (CVES)

Teacher Evaluator Training – Day 3

- *Teacher Evaluation Concepts and Gathering Evidence 11/29/11 (CVES)*

12/12/11 (CVES)

3/22/12 (FEH)

7/17/12 (CVES)

Teacher Evaluator Training – Days 4 5

- *Evidence of Effective Teacher-Student Behaviors*
- *Identifying the Evidence*
- *Evidence Collection Tools*
- *Evidence-Based Observation Practice 2/2 – 3/12 (CVES)*

2/13 -14/12 (CVES)

3/23 4/4/12 (FEH)

7/17-18/12 (CVES)

Teacher Evaluator Training – Day 7

- *Evidence Review with Exemplars and Analysis*
- *Observation Practice 3/20/12 (CVES)*

4/4/12 (CVES)

5/30/12 (FEH)

8/7/12 (CVES) 6 hours

Teacher Evaluator Training – Day 8

- *Structured Review(Stage 1: Lesson Plan and Pre-Observation Conference, Stage 2: Classroom Observation, Stage 3: Reflection and Post-Observation Conference, Stage 4: Assessing Standards through a Structured Review)*

- *Observation Practice 3/21/12 (CVES)*

4/5/12 (CVES)

6/8/12 (FEH)

8/8/12 (CVES) 6 hours

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.

CVES CSO Meeting – Growth Overview 6/13/12 (CVES) 1 hour

Growth Model Overview 8/13/12 (CVES) 2 hours

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.

Teacher Evaluator Training – Day 2

- Connecting NYS Approved Rubrics to NYS Teaching Standards 8/17/11 (CVES)

8/23/11 (FEH)

11/15/11 (CVES)

6/27/12 (CVES)

Teacher Evaluator Training – Day 3

- Continuous Improvement Map – Where you are and where you want to be on the NYSUT or Pearson rubric 11/29/11 (CVES)

12/12/11 (CVES)

3/22/12 (FEH)

7/17/12 (CVES)

Teacher Evaluator Training – Days 4 5

- Unpacking the Rubric

- Evidence-Based Observation Practice 2/2 – 3/12 (CVES)

2/13 - 14/12 (CVES)

3/23 4/4/12 (FEH)

7/17-18/12 (CVES)

Teacher Evaluator Training – Day 7

- Rubric Priorities

- Aligning the evidence to the indicators in the rubric 3/20/12 (CVES)

4/4/12 (CVES)

5/30/12 (FEH)

8/7/12 (CVES)

Teacher Evaluator Training – Day 8

- OAR (Objectivity, Alignment and Representativeness) Principles when evaluating teachers

- Lesson Observation 3/21/12 (CVES)

4/5/12 (CVES)

6/8/12 (FEH)

8/8/12 (CVES)

Gearing Up For 2012-13

- SLO Connections to the NYS Teaching Standards

- Structured Review for Teacher Evaluation

- Six Steps for Effective Feedback 8/23/12 (CVES)

5. Application and use of any assessment tools that the school district or BOCES utilize 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.

Teacher Evaluator Training – Day 1

- Data Driven Instruction – Reporting Tools 8/16/11 (CVES)

8/22/11 (FEH)

11/14/11 (CVES)

6/26/12 (CVES)

Teacher Evaluator Training – Day 3

- Documentation Review – Organizing and Analyzing Teacher Evaluation Data 11/29/11 (CVES)

12/12/11 (CVES)

3/22/12 (FEH)

7/17/12 (CVES)

Gearing Up For 2012-13

- *NYS SLO Annotated Rubric 8/23/12 (CVES)*

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.*

Teacher Evaluator Training – Day 4

- *District Rules on SLOs*
- *District Assessment Chart 2/2/12 (CVES)*
2/13/12 (CVES)
3/23/12 (FEH)
7/18/12 (CVES)

Teacher Evaluator Training – Day 6

- *Student Learning Objectives – Evidence (pre- and post-tests) baseline, targets, and HEDI) 3/19/12 (CVES)*
4/4/12 (CVES)
5/21/12 (FEH)
7/18/12 (CVES) 6 hours
- Gearing Up For 2012-13*
- *NYS Test Integrity Unit*
 - *Assessment Development 8/23/12 (CVES)*

7. *Use of the Statewide Instructional Reporting System.*

Individuals may reference Data Council Meetings (CVES) or CIO Meetings with NERIC (FEH and CVES)

Gearing Up For 2012-13

- *SIRS Overview ESEA Waiver 8/23/12 (CVES)*

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.*

Teacher Evaluator Training – Day 6

- *NYS Teacher and Principal Evaluation 2012-13 and Beyond – Summary of Revised APPR Provisions - The Purple Memo*
- *SLO Overview – 20 points Growth and 20 Points Local 3/19/12 (CVES)*
4/4/12 (CVES)
5/21/12 (FEH)
7/18/12 (CVES)

SLO Development Training

- *Review of Purple Memo*
 - *Teacher Evaluation Road Map*
 - *SLO Elements and Template*
 - *HEDI Ratings 5/8/12 (CVES)*
5/11/12 (FEH)
- SLO Overview Sessions*

9. *Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.*

Teacher Evaluator Training – Day 8

- *Observe and Collect Evidence of an ESL Lesson 3/21/12 (CVES)*
4/5/12 (CVES)
6/8/12 (FEH)
8/8/12 (CVES)
- Gearing Up For 2012-13*
- *Research-Based Practices for Teaching Students Performing Below Grade Level and Students with Disabilities 8/23/12 (CVES)*

*** While not listed as a training component, we have ensured inter-rater reliability for both their teacher and principal evaluation systems.*

• *Inter-Rater Reliability Training – NYSUT Rubric 8/13-15/12 (CVES and FEH)*

Again, lead evaluators will receive continuous training and will be re-certified 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 Monday, July 30, 2012

Updated Tuesday, January 08, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/156782-3Uqgn5g9Iu/cert 1-8.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.

Westport Central School

20 Point State Growth Score

Westport Central will use the school-wide team results based on the State assessment data for teachers that do not have a State growth score provided by the NYS. The following charts may be used with SLO's for teachers in subject areas that do not have a State Growth value.

Teacher expectations for student growth/achievement on a SLO based on a State Assessment.

Performance Level	End 1	End 2	End 3	End 4
Start 1	No	Yes	Yes	Yes
Start 2	No	Yes	Yes	Yes
Start 3	No	No	Yes	Yes
Start 4	No	No	Yes	Yes

For a course with a Regents Examination the Levels listed above equate to:

Performance Level 1: 54 or below

Performance Level 2: 55-64

Performance Level 3: 65 – 84

Performance Level 4: 85-100

For all required core courses - each student will be given an assessment at the beginning of the course to determine prior knowledge in the subject area. This assessment will be similar to and cover content that will be on the Regents Examination or the district developed end of the year assessment with the appropriate rigor and relevance. The preliminary students score (score in September) will not be used in grade calculations, but will provide a baseline for each student from which growth can be measured. The percentage of students meeting

growth expectations as defined above will be used to determine the teacher points for this area of the evaluation as listed in the table below.

For Elementary Scores:

The same formula will be applied for the state level exams in grades 3-8 as the district will compare the level of performance growth of each student from the previous year to the end of the current year using the performance indicators above as determined by SED.

For teachers in subject areas that do not have a State Assessment the building wide results for elementary grades 3-8 ELA and Math will be used to determine the growth component as well as the high school five (5) required state regents exams needed for graduation (Science, English, Math, US History, and Global Studies). The building wide result will be the average of results for grades 3 through 8, as well as the high school scores. The total number of students that achieve success based on the chart divided by the total number of opportunities for success will determine the overall teacher point score.

This will result in all teachers who do not have a State provided growth score on State Assessments, receiving the same score for this component.

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
87%	86%	85%	82-84%	79-81%	77-78%	74-76%	70-73%	66-69%	63-65%	60-62%	55-59%	51-54%	48-50%	46-47%	44-45%	42-43%	40-41%	35-39%	20-34%	0-19%

As an example, using 2010-2011 scores at Westport Central, 109 students, grades 4-8, were tested in ELA. Using the scoring rubric, all but 3 exhibited improvement, 97%. In Math, 109 students were tested 109 students were tested, all but 2 exhibited year over year growth. 98%

In the required regents examinations 94 students were tested. Three students did not exhibit growth. 97% of students exhibited growth on required regents exams.

Applying this growth to the HEDI scale results in teachers without a state provided growth score receiving a score of 20.

Westport Central School

20 Point – Local Score

The Westport Central School District will use a building score for the entire teaching staff as the local assessment. This will be based on a combination of 3-8 ELA and Math State test results and the State results from the five (5) required regents exam areas (English, Math, Global, US History, and Science).

The Elementary scores will be determined as below:

3-8 ELA Test:

The school will use the mean average scale score results for the 3-8 ELA test as compared to the mean average scale score of the State average of all students taking the test. Any deviation from the average (plus or minus) will be given a score as provided below.

3-8 Math Test:

The same formula as above will be used as described above for the math portion of the score.

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13

These two averages will then be combined and averaged to determine an elementary score, which will comprise one-half of the building score.

Local Measures

Average of Mean Average of State Tests in Math & English Grades 3-8

Teacher Score/ Deviation

Real Life Example:

ELA State 3-8 Average Scale Score = 665

Westport State 3-8 Average Scale Score = 675

Math State 3-8 Average Scale Score 684

Westport State 3-8 Average Scale Score = 690

Deviation =+10 AND + 6 respectively

ELA Chart Score = 20

Math Chart Score = 19

Average Elementary Score = 19.5

The High School Scores will be determined as below:

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94%	85-89%	83-84%	79-82%	76-78%	72-75%	70-71%	66-69%	61-65%	56-60%	51-55%	46-50%	41-45%	36-40%	31-35%	26-30%	21-25%	16-20%	11-15%	0-10%

Real Life Example:

Regents Passing Percentage from Five Required Subject Areas Needed for Graduation:

English -100%

US History 100%

Global Studies – 96%

Biology – 100%

Math – 100%

Combined Average 97%

Chart Score = 20

Average Elementary Score = 19.5

Average Secondary Score = 20

TOTAL LOCAL SCHOOLWIDE FOR ALL TEACHERS = 19.75. Westport will use rounding rules, rounding down to the last whole number. In this example 19.75 would be rounded to 19.

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

In the event that there is a value added component, Westport will use the conversion chart on the left to assign HEIDI scores.

Westport Central School

20 Point – Local Score

The Westport Central School District will use a building score for the entire teaching staff as the local assessment. This will be based on a combination of 3-8 ELA and Math State test results and the State results from the five (5) required regents exam areas (English, Math, Global, US History, and Science).

The Elementary scores will be determined as below:

3-8 ELA Test:

The school will use the mean average scale score results for the 3-8 ELA test as compared to the mean average scale score of the State average of all students taking the test. Any deviation from the average (plus or minus) will be given a score as provided below.

3-8 Math Test:

The same formula as above will be used as described above for the math portion of the score.

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13

These two averages will then be combined and averaged to determine an elementary score, which will comprise one-half of the building score.

Local Measures

Average of Mean Average of State Tests in Math & English Grades 3-8

Teacher Score/ Deviation

Real Life Example:

ELA State 3-8 Average Scale Score = 665

Westport State 3-8 Average Scale Score = 675

Math State 3-8 Average Scale Score 684

Westport State 3-8 Average Scale Score = 690

Deviation =+10 AND + 6 respectively

ELA Chart Score = 20

Math Chart Score = 19

Average Elementary Score = 19.5

The High School Scores will be determined as below:

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	90-94%	85-89%	83-84%	79-82%	76-78%	72-75%	70-71%	66-69%	61-65%	56-60%	51-55%	46-50%	41-45%	36-40%	31-35%	26-30%	21-25%	16-20%	11-15%	0-10%

Real Life Example:

Regents Passing Percentage from Five Required Subject Areas Needed for Graduation:

English -100%

US History 100%

Global Studies – 96%

Biology – 100%

Math – 100%

Combined Average 97%

Chart Score = 20

Average Elementary Score = 19.5

Average Secondary Score = 20

TOTAL LOCAL SCHOOLWIDE FOR ALL TEACHERS = 19.75. Westport will use rounding rules, rounding down to the last whole number. In this example 19.75 would be rounded to 19.

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

In the event that there is a value added component, Westport will use the conversion chart on the left to assign HEIDI scores.

Westport Central School

20 Point State Growth Score

Westport Central will use the school-wide team results based on the State assessment data for teachers that do not have a State growth score provided by the NYS. The following charts may be used with SLO's for teachers in subject areas that do not have a State Growth value.

Teacher expectations for student growth/achievement on a SLO based on a State Assessment.

Performance Level	End 1	End 2	End 3	End 4
Start 1	No	Yes	Yes	Yes
Start 2	No	Yes	Yes	Yes
Start 3	No	No	Yes	Yes
Start 4	No	No	Yes	Yes

For a course with a Regents Examination the Levels listed above equate to:

Performance Level 1: 54 or below

Performance Level 2: 55-64

Performance Level 3: 65 – 84

Performance Level 4: 85-100

For all required core courses - each student will be given an assessment at the beginning of the course to determine prior knowledge in the subject area. This assessment will be similar to and cover content that will be on the Regents Examination or the district developed end of the year assessment with the appropriate rigor and relevance. The preliminary students score (score in September) will not be used in grade calculations, but will provide a baseline for each student from which growth can be measured. The percentage of students meeting

growth expectations as defined above will be used to determine the teacher points for this area of the evaluation as listed in the table below.

For Elementary Scores:

The same formula will be applied for the state level exams in grades 3-8 as the district will compare the level of performance growth of each student from the previous year to the end of the current year using the performance indicators above as determined by SED.

For teachers in subject areas that do not have a State Assessment the building wide results for elementary grades 3-8 ELA and Math will be used to determine the growth component as well as the high school five (5) required state regents exams needed for graduation (Science, English, Math, US History, and Global Studies). The building wide result will be the average of results for grades 3 through 8, as well as the high school scores. The total number of students that achieve success based on the chart divided by the total number of opportunities for success will determine the overall teacher point score.

This will result in all teachers who do not have a State provided growth score on State Assessments, receiving the same score for this component.

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
87%	86%	85%	82-84%	79-81%	77-78%	74-76%	70-73%	66-69%	63-65%	60-62%	55-59%	51-54%	48-50%	46-47%	44-45%	42-43%	40-41%	35-39%	20-34%	0-19%

As an example, using 2010-2011 scores at Westport Central, 109 students, grades 4-8, were tested in ELA. Using the scoring rubric, all but 3 exhibited improvement, 97%. In Math, 109 students were tested 109 students were tested, all but 2 exhibited year over year growth. 98%

In the required regents examinations 94 students were tested. Three students did not exhibit growth. 97% of students exhibited growth on required regents exams.

Applying this growth to the HEDI scale results in teachers without a state provided growth score receiving a score of 20.

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46

1.383		47
1.392		48
1.400		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 (round to 56)
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 (round to 58)
3.2		58.4 (round to 58)
3.3		58.6 (round to 58)
3.4		58.8 (round to 58)
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Westport Central School

20 Point – Local Score for the principal.

The Westport Central School District will use a building score for the principal as the local assessment. This will be based on a combination of 3-8 ELA and Math State test results and the State results from the five (5) required regents exam areas (English, Math, Global, US History, and Science).

The Elementary scores will be determined as below:

3-8 ELA Test:

The school will use the mean average scale score results for the 3-8 ELA test as compared to the mean average scale score of the State average of all students taking the test. Any deviation from the average (plus or minus) will be given a score as provided below.

3-8 Math Test:

The same formula as above will be used as described above for the math portion of the score.

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13

These two averages will then be combined and averaged to determine an elementary score, which will comprise one-half of the building score.

Local Measures

Average of Mean Average of State Tests in Math & English Grades 3-8

Teacher Score/ Deviation

Real Life Example:

ELA State 3-8 Average Scale Score = 665

Westport State 3-8 Average Scale Score = 675

Math State 3-8 Average Scale Score 684

Westport State 3-8 Average Scale Score = 690

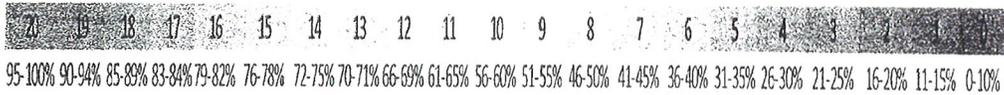
Deviation =+10 AND + 6 respectively

ELA Chart Score = 20

Math Chart Score = 19

Average Elementary Score = 19.5

The High School Scores will be determined as below:



Real Life Example:

Regents Passing Percentage from Five Required Subject Areas Needed for Graduation:

English -100%

US History 100%

Global Studies – 96%

Biology – 100%

Math – 100%

Combined Average 97%

Chart Score = 20

Average Elementary Score = 19.5

Average Secondary Score = 20

TOTAL LOCAL SCHOOLWIDE FOR THE PRINCIPAL= 19.75

TOTAL LOCAL SCHOOLWIDE FOR Principals = 19.75. Westport will use rounding rules, rounding down to the last whole number. In this example 19.75 would be rounded to 19.

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

In the event that there is a value added component, Westport will use the conversion chart on the left to assign HEIDI scores.

8. Local Measures (Principals)

Created Thursday, July 12, 2012

Updated Friday, December 21, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-12	(a) achievement on State assessments	3-8 State assessments, ELA and Math. 5 required regents exams, Global, Science, Math, English 11, Socials Studies 11.

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.	NA
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

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

(No response)

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

[assets/survey-uploads/5366/151075-qBFVOWF7fC/Local score principal 12-21.pdf](#)

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)*
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)*
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8*
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations*
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades*
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades*
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)*
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades*
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms*

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and

subject of the assessment. For example, a regionally-developed 7th grade Social Studies assessment would be written as follows: [INSERT SPECIFIC NAME OF REGION]-developed 7th grade Social Studies assessment.

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-12	(a) achievement on State assessments	3-8 ELA and Math scores and scores on the 5 required regents exams, math, science (2 alternatives), Global Studies, American History and English

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.	The local score will be determined as described in the HEDI graphic below and based on school wide results.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined scores are exceptional and exceed expectations
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined scores are average and meet the district expectations for student achievement.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined scores do not meet expectations and provide or demonstrate opportunities for improvement.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Combined scores are not acceptable and demonstrate the need for immediate improvement

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

(No response)

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

[assets/survey-uploads/5366/151075-T8MIGWUVm1/Local score principal 12-21.pdf](#)

8.3) Locally Developed Controls

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

None at this time

8.4) Principals with More Than One Locally Selected Measure

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

(No response)

8.5) Assurances

Please check all of the boxes below:

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

Westport Central School

20 Point – Local Score for the principal.

The Westport Central School District will use a building score for the principal as the local assessment. This will be based on a combination of 3-8 ELA and Math State test results and the State results from the five (5) required regents exam areas (English, Math, Global, US History, and Science).

The Elementary scores will be determined as below:

3-8 ELA Test:

The school will use the mean average scale score results for the 3-8 ELA test as compared to the mean average scale score of the State average of all students taking the test. Any deviation from the average (plus or minus) will be given a score as provided below.

3-8 Math Test:

The same formula as above will be used as described above for the math portion of the score.

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
+7	+6	+5	+4	+3	+2	+1	0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	-11	-12	-13

These two averages will then be combined and averaged to determine an elementary score, which will comprise one-half of the building score.

Local Measures

Average of Mean Average of State Tests in Math & English Grades 3-8

Teacher Score/ Deviation

Real Life Example:

ELA State 3-8 Average Scale Score = 665

Westport State 3-8 Average Scale Score = 675

Math State 3-8 Average Scale Score 684

Westport State 3-8 Average Scale Score = 690

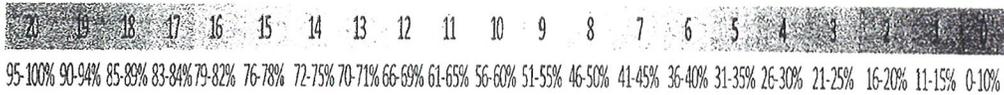
Deviation =+10 AND + 6 respectively

ELA Chart Score = 20

Math Chart Score = 19

Average Elementary Score = 19.5

The High School Scores will be determined as below:



Real Life Example:

Regents Passing Percentage from Five Required Subject Areas Needed for Graduation:

English -100%

US History 100%

Global Studies – 96%

Biology – 100%

Math – 100%

Combined Average 97%

Chart Score = 20

Average Elementary Score = 19.5

Average Secondary Score = 20

TOTAL LOCAL SCHOOLWIDE FOR THE PRINCIPAL= 19.75

TOTAL LOCAL SCHOOLWIDE FOR Principals = 19.75. Westport will use rounding rules, rounding down to the last whole number. In this example 19.75 would be rounded to 19.

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

In the event that there is a value added component, Westport will use the conversion chart on the left to assign HEIDI scores.

**Wesport Central School
Annual Professional Performance Review
Principal/Administrator Improvement Plan (PIP)**

Administrator's Name: _____ School/Building: _____
PIP Conference Date: __/__/__
Tenure Status: _____ PIP Timeline: (from) __/__/__ (to) __/__/__

Areas for Improvement: Identify specific areas in need of improvement. Develop specific, behavioral written goals for the administrator to accomplish during the period of the PIP.

Expected Outcomes: Identify specific recommendations for what the administrator is expected to do to improve in the identified areas. Delineate specific, realistic and achievable activities for the administrator.

Resources: Identify specific resources and support systems available to assist the administrator to improve performance.

Responsibilities: Identify responsible supervisor and related steps to be taken throughout the PIP.

Evidence of Achievement: Identify how progress will be measured and assessed. Specify next steps to be taken based upon whether the administrator is successful, partially successful or unsuccessful in efforts to improve performance.

Signature of Administrator

__/__/__
Date

Signature of Superintendent

__/__/__
Date

(Teacher Improvement Plans will be developed in collaboration with the assigned evaluator, the teacher who is being given the plan; and a representative from the Association (at the discretion of the teacher).

Teaching Improvement Plan

Teacher

Administrator

Subject/Grade Level

Score Breakdown

Composite Score

Date(s): _____
Preconference

Observation(s)

Mentoring

Standards Chosen for Further Development	Action(s) To be Taken	Administrator's Responsibilities	Teacher's Responsibilities	Timeline For Progress	Indicators Of Success	Improvements Made and Documented

Administrator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

Representative/Witness Signature: _____

Date: _____

Or Teacher's Signature
Waiving Representation: _____

Date: _____

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
Ineffective 0-49		
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46

1.383		47
1.392		48
1.400		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 (round to 56)
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 (round to 58)
3.2		58.4 (round to 58)
3.3		58.6 (round to 58)
3.4		58.8 (round to 58)
Highly Effective 59-60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

John W. Helly *1/8/13*

Teachers Union President Signature: Date:

Cheryl Phillips *1/8/13*

Administrative Union President Signature: Date:

Michelle M. Friedman *1/8/13*

Board of Education President Signature: Date:

Alvin H. LaRock *1/8/13*