



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

Commissioner of Education
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December 3, 2012

James F. Watson, Superintendent
Whitehall Central School District
87 Buckley Road
Whitehall, NY 12887

Dear Superintendent Watson:

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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: James P. Dexter

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, July 02, 2012

Updated Tuesday, October 16, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 641701060000

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

641701060000

1.2) School District Name: WHITEHALL CSD

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

WHITEHALL 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.

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, July 02, 2012

Updated Friday, November 30, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMSweb
1	State-approved 3rd party assessment	AIMSweb
2	State-approved 3rd party assessment	AIMSweb

	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	Using the results from the fall administration of AIMSweb assessment,
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	grade level teams will develop individual growth targets for the final assessment for each individual student. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For K-3 ELA the expectation is that 80% or more of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For K-3 ELA the expectation is that 55-79.99% of students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For K-3 ELA the expectation is that 15-54.99% of students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For K-3 ELA the expectation is that 0-14.99% of students will meet the target set for a teacher to be considered ineffective.

2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	AIMSweb
1	State-approved 3rd party assessment	AIMSweb
2	State-approved 3rd party assessment	AIMSweb

	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.	Using the results from the fall administration of AIMSweb assessment, grade level teams will develop individual growth targets for the final assessment for each individual student. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For K-3 Math the expectation is that 80% or more of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For K-3 Math the expectation is that 55-79.99% of students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For K-3 Math the expectation is that 15-54.99% of students will meet the target set for a teacher to be considered developing.

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

For K-3 Math the expectation is that 0-14.99% of students will meet the target set for a teacher to be considered ineffective.

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	Not applicable	Our grade 6 teachers are common branch teachers and are evaluated through NY State ELA Math assessment
7	District, regional or BOCES-developed assessment	WSWHE BOCES - Developed grade 7 science

	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.	Grade level teams will review a pre-test then set growth targets for individual student performance. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For 6-8 Science the expectation is that 80% or more of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For 6-8 Science the expectation is that 55-79.99% of students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For 6-8 Science the expectation is that 15-54.99% of students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For 6-8 Science the expectation is that 0-14.99% of students will meet the target set for a teacher to be considered ineffective.

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	Not applicable	Our grade 6 teachers are common branch teachers and are evaluated through NY State ELA Math assessment
7	District, regional or BOCES-developed assessment	WSWHE BOCES - developed grade 7 social studies

8	District, regional or BOCES-developed assessment	WSWHE BOCES - developed grade 8 social studies
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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.	Grade level teams will review a pre-test then set growth targets for individual student performance. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For 6-8 Social Studies the expectation is that 80% or more of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For 6-8 Social Studies the expectation is that 55-79.99% of students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For 6-8 Social Studies the expectation is that 15-54.99% of students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For 6-8 Social Studies the expectation is that 0-14.99% of students will meet the target set for a teacher to be considered ineffective.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	WSWHE BOCES Regionally developed Global 1 pre-test and post-test

	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.	Grade level teams will review a pre-test then set growth targets for individual student performance. The chart for assigning points on the HEDI scale is uploaded.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Social Studies Regents Courses, the expectation is that 80% or more of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Social Studies Regents Courses, the expectation is that 55-79.99% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School Social Studies Regents Courses, the expectation is that 15-54.99% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Social Studies Regents Courses, the expectation is that 0-14.99% of the students will meet the target set for a teacher to be considered ineffective.

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.	Grade level teams will review a pre-test then set growth targets for individual student performance. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Science Regents Courses, the expectation is that 80% or more of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Science Regents Courses, the expectation is that 55-79.99% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School Science Regents Courses, the expectation is that 15-54.99% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Science Regents Courses, the expectation is that 0-14.99% of the students will meet the target set for a teacher to be considered ineffective.

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.	Grade level teams will review a pre-test then set growth targets for individual student performance. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	For High School Math Regents courses, the expectation is that 80% or more of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For High School Math Regents courses, the expectation is that 55-79.99% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For High School Math Regents courses, the expectation is that 15-54.99% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For High School Math Regents courses, the expectation is that 0-14.99% of the students will meet the target set for a teacher to be considered ineffective.

2.9) High School English Language Arts

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

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

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

	considered highly effective.
Effective (9 - 17 points) Results meet District goals for similar students.	For all other courses, the expectation is that 55-79.99% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District goals for similar students.	For all other courses, the expectation is that 15-54.99% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	For all other courses, the expectation is that 0-14.99% of the students will meet the target set for a teacher to be considered ineffective.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/147949-TXEttx9bQW/HEDI Points Conversion Charts.doc

2.12) Locally Developed Controls

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

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

Not Applicable

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Thursday, July 05, 2012

Updated Friday, November 30, 2012

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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	4) State-approved 3rd party assessments	AIMSWEB - Reading
5	4) State-approved 3rd party assessments	AIMSWEB - Reading
6	4) State-approved 3rd party assessments	AIMSWEB - Reading
7	4) State-approved 3rd party assessments	AIMSWEB - Reading
8	4) State-approved 3rd party assessments	AIMSWEB - Reading

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.	HEDI ratings will be based on the percent of students who score above the 25th percentile as provided by AIMSweb. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 ELA, the expectation is that 85% or more of the students will meet the benchmark provided by AIMSweb to be considered highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 ELA, the expectation is that 75-84.9% of the students will meet the benchmark provided by AIMSweb to be considered effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 ELA, the expectation is that 74.9-65% of the students will meet the benchmark provided by AIMSweb to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 ELA, teachers who have 64.9% or less of their students meet the benchmark provided by AIMSweb will be considered ineffective.

3.2) Grades 4-8 Math

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

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

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.	HEDI ratings will be based on the percent of students who score above the 25th percentile as provided by AIMSweb. The chart for assigning points on the HEDI scale is uploaded.
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 Math, the expectation is that 85% or more of the students will meet the benchmark provided by AIMSweb to be considered highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 Math, the expectation is that 75-84.9% of the students will meet the benchmark provided by AIMSweb to be considered effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 Math, the expectation is that 74.9-65% of the students will meet the benchmark provided by AIMSweb to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 4-8 Math, teachers who have 64.9% or less of their students meet the benchmark provided by AIMSweb will be considered ineffective.ineffective.

3.3) HEDI Tables or Graphics

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

(No response)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

described in 1) or 2), above

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSWEB ELA Grade K
1	4) State-approved 3rd party assessments	AIMSWEB ELA Grade 1
2	4) State-approved 3rd party assessments	AIMSWEB ELA Grade 2
3	4) State-approved 3rd party assessments	AIMSWEB ELA Grade 3

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI ratings will be based on the percent of students who score above the 25th percentile as provided by AIMSweb. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 ELA, the expectation is that 80% or more of the students will meet the target set for a teacher to be considered highly effective.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 ELA, the expectation is that 55-79.99% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 ELA, the expectation is that 15-54.99% of the students will meet the target set for a teacher to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 ELA, teachers who do not have a minimum of 0-14.99% of their students meet the target set will be considered ineffective.

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	4) State-approved 3rd party assessments	AIMSWEB Grade K Math
1	4) State-approved 3rd party assessments	AIMSWEB Grade 1 Math
2	4) State-approved 3rd party assessments	AIMSWEB Grade 2 Math
3	4) State-approved 3rd party assessments	AIMSWEB Grade 3 Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI ratings will be based on the percent of students who score above the 25th percentile as provided by AIMSweb. The chart for assigning points on the HEDI scale is uploaded.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 Math, the expectation is that 80% or more of the students will meet the target set for a teacher to be considered highly effective.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 Math, the expectation is that 55-79.99% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 Math, teachers who do not have a minimum of 15-54.99% of their students meet the target set will be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For K-3 Math, the expectation is that 0-14.99% of the students will meet the target set for a teacher to be considered ineffective.

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	Not applicable	Our grade 6 teachers are common branch teachers and are evaluated through the NY State ELA and Math assessments
7	5) District, regional, or BOCES–developed assessments	WSWHE BOCES - developed grade 7 science
8	3) Teacher specific achievement or growth score computed locally	NYS SCIENCE ASSESSMENT

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI ratings will be based on the percent of students who achieve a score of 80 on the BOCES developed assessment or percent of students who achieve a score of 3 or higher on the NYS Science assessment. The chart assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Science, the expectation is that 80% or more of the students will earn a score of 80% or higher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Science, the expectation is that 55-79.99% of the students will earn a score of 70-79.9% to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Science, teachers who do not have a minimum of 15-54.99% of their students earn a score between 65-69.9% to be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Science, the expectation is that if less than 14.9% of the students earn a score less than 64.9% then the teacher will be considered ineffective.

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	Not applicable	NOT APPLICABLE
7	5) District, regional, or BOCES–developed assessments	WSWHE BOCES developed Grade 7 Social Studies assessment
8	5) District, regional, or BOCES–developed assessments	WSWHE BOCES developed Grade 8 Social Studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI ratings will be based on the percent of students who achieve a score of 80. The chart assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Social Studies, the expectation is that 80% or more of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Social Studies, the expectation is that 55-79.99% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Social Studies, teachers who do not have a minimum of 15-54.99% of their students meet the target set will be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For 6-8 Social Studies, the expectation is that 0-14.99% of the students will meet the target set for a teacher to be considered ineffective.

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	District Developed Global Studies 1 Assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Regents assessment Global Studies 2
American History	3) Teacher specific achievement or growth score computed locally	Regents Assesment American History

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI ratings will be based on the percent of students who achieve a score of 80. The chart assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	For High School Social Studies, the expectation is that 80% or more of the students will meet the target set for a

achievement for grade/subject.	teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High Schol Social Studies, the expectation is that 55-79.99% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Social Studies, teachers who do not have a minimum of 15-54.99% of their students meet the target set will be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Social Studies, the expectation is that 0-14.99% of the students will meet the target set for a teacher to be considered ineffective.

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI ratings will be based on the percent of students who achieve a score of 80. The chart assigning points on the HEDI scale is uploaded.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Science, the expectation is that 80% or more of the students will meet the target set for a teacher to be considered highly effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High Schol Science, the expectation is that 55-79.99% of the students will meet the target set for a teacher to be considered effective.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement	For High School Science, teachers who do not have a minimum of 15-54.99% of their students meet the target

for grade/subject. Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	set will be considered developing. For High School Science, the expectation is that 0-14.99% of the students will meet the target set for a teacher to be considered ineffective.
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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	3) Teacher specific achievement or growth score computed locally	Regent Assessment - Algebra 1
Geometry	3) Teacher specific achievement or growth score computed locally	Regents Assesment - Geometry
Algebra 2	3) Teacher specific achievement or growth score computed locally	Regents Assessment - Algebra 2

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.	HEDI ratings will be based on the percent of students who achieve a score of 80. The chart assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Math, the expectation is that 80% or more of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High Schol Math, the expectation is that 55-79.99% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Math, teachers who do not have a minimum of 15-54.99% of their students meet the target set will be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School Math, the expectation is that 0-14.99% of the students will meet the target set for a teacher to be considered ineffective.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	WSWHE BOCES -developed grade 9 ELA
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	WSWHE BOCES -developed grade 10 ELA
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	Regents Assessment ELA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI ratings will be based on the percent of students who achieve a score of 80. The chart assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School ELA, the expectation is that 80% or more of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School ELA, the expectation is that 55-79.99% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School ELA, teachers who do not have a minimum of 15-54.99% of their students meet the target set will be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For High School ELA, the expectation is that 0-14.99% of the students will meet the target set for a teacher to be considered ineffective.

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 teachers not listed above	6(ii) School wide measure computed locally	WSWHE BOCES Grade Course Specific Assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	HEDI ratings will be based on the percent of students who achieve a score of 80. The chart assigning points on the HEDI scale is uploaded.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	For all additional courses, the expectation is that 80% or more of the students will meet the target set for a teacher to be considered highly effective.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all additional courses, the expectation is that 55-79.99% of the students will meet the target set for a teacher to be considered effective.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all additional courses, teachers who do not have a minimum of 15-54.99% of their students meet the target set will be considered developing.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For all additional courses, the expectation is that 0-14.99% of the students will meet the target set for a teacher to be considered ineffective.

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)

[assets/survey-uploads/5139/148826-Rp0Ol6pk1T/HEDI Points Explained.doc](#)

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/5139/148826-y92vNseFa4/HEDI Points Conversion Charts.doc](#)

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.

NOT APPLICABLE

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.

If teachers have more than one locally selected measure, the measure which results in the lowest score will be used to assign the HEDI Points.

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)

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

Danielson's Framework for Teaching (2011 Revised Edition)

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.

Teachers will be assigned a rating of 0-4 for each element in the rubric domain based on the overall preponderance of evidence gathered from all observations and documents. Domains 2 and 3 (observation domains) will be weighted twice and an average 0-4 score will be provided. A conversion chart is attached to show the conversion of the 0-4 rating to the 0-60 points for the APPR

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.

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.	Teachers who have a composite score based on the conversion chart from 3.71 to 4.0, supported with evidence will be considered highly effective.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers who have a composite score based on the conversion chart of 2.71-3.70, supported with evidence will be considered effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers who have a composite score based on the conversion chart of 1.51-2.70 supported with evidence will be considered developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers who have a composite score based on the conversion chart of 0 - 1.5 or less, supported with evidence will be considered ineffective.

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	35-54
Developing	11 -34
Ineffective	0-10

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	2
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	2
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

5. Composite Scoring (Teachers)

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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	55-60
Effective	35-54
Developing	11-34
Ineffective	0-10

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

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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/5265/149265-Df0w3Xx5v6/TIP implementation appeal process_4.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Please see attached TIP Implementation and Appeal Process for a detailed explanation of our appeal of annual performance evaluation process.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The Whitehall CSD will comply with all requirements for the training and certification of both lead evaluators and evaluators. This commitment includes both the initial trainings of all evaluators on the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the needed level of inter-rater reliability.

The initial training process began in August of 2011 and continues. All three district administrators were trained and certified in July 2012 after they were trained by the WSWHE BOCES network team trainers over the course of a minimum of five days of training. In addition, all administrators will complete and document an additional 22 hours of inter-rater training using the Danielson TEACHSCAPE training module.

The superintendent, upon receipt of proper documentation that an individual has fully completed training, will certify and recommend to the Board of Education annually for appointment as an evaluator or lead evaluator. Evaluator training will occur regionally through the WSWHE BOCES network training team and use of any other appropriate training venues which comply with the requirements of Section 30-2.9.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended. The District will work to ensure that evaluators and lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations, or applicable collective bargaining agreements. Training will be regionally, within the district and via the WSWHE network team trainers as well as provided by other appropriate training which meets SED guidelines and protocols. The superintendent, upon receipt of proper documentation will certify the level of training and recommend to the BOE annually for appointment as an evaluator or lead evaluator.

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)

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

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

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

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

PK-5
6-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
N/A		

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

Not Applicable

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)

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
PrK-5	(d) measures used by district for teacher evaluation	AIMSweb
6-12	(g) % achieving specific level on Regents or alternatives	NY State English, Geometry, Algebra 1 2 Regents

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<p>For the PreK-5 Principal: HEDI ratings will be based on the percent of students who score above the 25th percentile as provided by AIMSweb. The chart for assigning points on the HEDI scale is uploaded.</p> <p>For 6-12 Principal: HEDI ratings will be based on the percent of students who achieve a score of 80. The chart assigning points on the HEDI scale is uploaded.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The District expectation is that 80% or more of the students will meet the achievement targets set for a principal to be considered highly effective.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The District expectation is that 55-79.99% of the students will meet the achievement target set for a principal to be considered effective.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The District expectation is that 15-54.99% of the students will meet the achievement target set for a principal to be considered developing.

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

The District expectation is that 0-14.99% of the students will meet the achievement target set for a principal will be considered ineffective.

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/5366/149767-qBFVOWF7fC/HEDI Points Conversion Charts.doc](#)

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
Not Applicable		

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not applicable

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No controls will be used

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.

N/A

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)

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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.

Marzano's School Administrator 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.

Points will be assigned based on a scale of 0-4 for each rubric element and then converted to a 0-60 scale using the attached conversion table.

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/5143/149782-pMADJ4gk6R/HEDI Points Explained.doc

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.	Rubric rating of 3.71-4.0
Effective: Overall performance and results meet standards.	Rubric rating of 2.71-3.70
Developing: Overall performance and results need improvement in order to meet standards.	Rubric rating of 1.51-2.7
Ineffective: Overall performance and results do not meet standards.	Rubric rating of 0-1.50

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	35-54
Developing	11-34
Ineffective	0-10

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

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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	55-60
Effective	35-54
Developing	11-34
Ineffective	0-10

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

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

assets/survey-uploads/5276/149857-Df0w3Xx5v6/PIP implementation appeal process_4.doc

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:

Please see attached.

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.

The Whitehall CSD will comply with all requirements for the training and certification of both lead evaluators and evaluators. This commitment includes both the initial trainings of all evaluators on the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the needed level of inter-rater reliability.

The initial training process began in August of 2011 and continues. The Superintendent was trained and certified in July 2012 after training by the WSWHE BOCES network team trainers over the course of a minimum of five days of training. In addition, the superintendent will complete and document an additional 22 hours of inter-rater training using an online training module. The superintendent, will document and file records to assure completed training, and will maintain records and inform the board of education of training in order to certify and recommend to the Board of Education annual appointment as a lead principal evaluator.

Evaluator training will occur regionally through the WSWHE BOCES network training team and use of any other appropriate training venues which comply with the requirements of Section 30-2.9. The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols recommended.

The District will work to ensure that principal lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations, or applicable collective bargaining agreements. Training will be regionally, within the district and via the WSWHE network team trainers as well as provided by other appropriate training which meets SED guidelines and protocols. The superintendent, upon receipt of proper documentation will maintain and notify the BOE annually information regarding training to support the recommendation for appointment as a lead evaluator for principals.

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

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12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/149869-3Uqgn5g9Iu/Signature Page_2.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.

WHITEHALL CSD

Conversion Chart for Assigning HEDI Points 0-20

<u>H. E. D. I. CATEGORY:</u>		<u>POINTS</u>
HIGHLY EFFECTIVE	80% +	18-20 pts. 80-85% = 18, 85.1-90% = 19, 90.1%+ = 20
EFFECTIVE	55-79.99%	9-17 pts. 55-56% = 9, 56.1-58% = 10, 58.1-61% = 11 61.1-64% = 12, 64.1-67% = 13, 67.1-70% = 14, 70.1-73% = 15, 73.1-76% = 16, 76.1-79.99% = 17
DEVELOPING	15-54.99%	3-8 pts. 15-20% = 3, 20.1-24.9% = 4, 25-30% = 5 30.1-40% = 6, 40.1-45% = 7 45.1-54.99% = 8
INEFFECTIVE	0-14.99%	0-2 pts. 0-4% = 0, 4.1-8% = 1, 8.1-14.99% = 2

Conversion Chart for Assigning HEDI Points 0-15

<u>H. E. D. I. CATEGORY:</u>		<u>POINTS</u>
HIGHLY EFFECTIVE	85% +	92-100% = 15, 85-92.9% = 14
EFFECTIVE	75-84.9%	83-84.9% = 13, 80-82.9% = 12 78-79.9% = 11, 77% = 10, 76% = 9 75% = 8
DEVELOPING	74.9-65%	72-74.9% = 7, 70-71.9% = 6, 68-69.9% = 5 66-67.9% = 4, 65-65.9% = 3
INEFFECTIVE	64.9% or Less	50-64.9% = 2, 43 – 49.9% = 1, 42.9% or less = 0

Local 60 Points Rubric Conversion Rubric

The Ave. Rubric Score for a teacher will be developed from the average score of two observations using the Danielson evaluation model.

The average rubric score for a principal will be developed from the average score assigned by the district's superintendent using the Marzano Administrator Evaluation rubric.

Ave. Rubric <u>Score</u> <u>Points</u>	Ave. Rubric <u>Score</u> <u>Points</u>
3.96 - 4.00 60	2.46 - 2.50 30
3.91 - 3.95 59	2.41 - 2.45 29
3.86 - 3.90 58	2.36 - 2.40 28
3.81 - 3.85 57	2.31 - 2.35 27
3.76 - 3.80 56	2.26 - 2.30 26
3.71 - 3.75 55	2.21 - 2.25 25
3.66 - 3.70 54	2.16 - 2.20 24
3.61 - 3.65 53	2.11 - 2.15 23
3.56 - 3.60 52	2.06 - 2.10 22
3.51 - 3.55 51	2.01 - 2.05 21
3.46 - 3.50 50	1.96 - 2.00 20
3.41 - 3.45 49	1.91 - 1.95 19
3.36 - 3.40 48	1.86 - 1.90 18
3.31 - 3.35 47	1.81 - 1.85 17
3.26 - 3.30 46	1.76 - 1.80 16
3.21 - 3.25 45	1.71 - 1.75 15
3.16 - 3.20 44	1.66 - 1.70 14
3.11 - 3.15 43	1.61 - 1.65 13
3.06 - 3.10 42	1.56 - 1.60 12
3.01 - 3.05 41	1.51 - 1.55 11
2.96 - 3.00 40	1.46 - 1.50 10
2.91 - 2.95 39	1.41 - 1.45 9
2.86 - 2.90 38	1.36 - 1.40 8
2.81 - 2.85 37	1.31 - 1.35 7
2.76 - 2.80 36	1.26 - 1.30 6
2.71 - 2.75 35	1.21 - 1.25 5
2.66 - 2.70 34	1.16 - 1.20 4
2.61 - 2.65 33	1.11 - 1.15 3
2.56 - 2.60 32	1.06 - 1.10 2
2.51 - 2.55 31	1.01 - 1.05 1
	1.00 - 0

Conversion Chart Elements:

Lowest possible average rubric score is 0, highest possible average rubric score is 4

The rationale for the cutpoints is both theoretical and guided by the NYSED Overall Composite Score parameters:

Theoretically, the more 3s and 4s attained, the higher the average rubric score and the higher the likelihood of being Effective or Highly Effective.

The lower end of Effective represents an average rubric score of approximately two-third 3s and one-third 2s; individuals who just meet Effective expectations are effective in many domains but still developing in a few.

The lower end of Highly Effective represents an average rubric score of approximately two-third 4s and one-third 3s; individuals who just meet Highly Effective expectations are highly effective in many domains but still effective in a few.

For teachers and principals at the Whitehall CSD HEDI ratings will be based on the percent of students who achieve the targeted measure of achievement or growth established after the pre-test administration.

For example, if 75% of students meet a teacher's targeted achievement measure then that teacher will have earned 16 points toward their HEDI rating.

<u>H. E. D. I. CATEGORY:</u>		<u>POINTS</u>
HIGHLY EFFECTIVE	80% +	18-20 pts. 80-85% = 18, 85.1-90% = 19, 90.1%+ = 20
EFFECTIVE	55-79.99%	9-17 pts. 55-56% = 9, 56.1-58% = 10, 58.1-61% = 11 61.1-64% = 12, 64.1-67% = 13, 67.1-70% = 14, 70.1-73% = 15, 73.1-76% = 16, 76.1-79.99% = 17
DEVELOPING	15-54.99%	3-8 pts. 15-20% = 3, 20.1-25% = 4, 25-30% = 5 30.1-40% = 6, 40.1-45% = 7 45.1-54.99% = 8
INEFFECTIVE	0-14.99%	0-2 pts. 0-4% = 0, 4.1-8% = 1, 8.1-14.99% = 2

Local 60 Points Rubric Conversion Rubric

The Ave. Rubric Score for a teacher will be developed from the average score of two observations using the Danielson evaluation model.

The average rubric score for a principal will be developed from the average score assigned by the district's superintendent using the Marzano Administrator Evaluation rubric.

Ave. Rubric Score	Points	Ave. Rubric Score	Points
3.96 - 4.00	60	2.46 - 2.50	30
3.91 - 3.95	59	2.41 - 2.45	29
3.86 - 3.90	58	2.36 - 2.40	28
3.81 - 3.85	57	2.31 - 2.35	27
3.76 - 3.80	56	2.26 - 2.30	26
3.71 - 3.75	55	2.21 - 2.25	25
3.66 - 3.70	54	2.16 - 2.20	24
3.61 - 3.65	53	2.11 - 2.15	23
3.56 - 3.60	52	2.06 - 2.10	22
3.51 - 3.55	51	2.01 - 2.05	21
3.46 - 3.50	50	1.96 - 2.00	20
3.41 - 3.45	49	1.91 - 1.95	19
3.36 - 3.40	48	1.86 - 1.90	18
3.31 - 3.35	47	1.81 - 1.85	17
3.26 - 3.30	46	1.76 - 1.80	16
3.21 - 3.25	45	1.71 - 1.75	15
3.16 - 3.20	44	1.66 - 1.70	14
3.11 - 3.15	43	1.61 - 1.65	13
3.06 - 3.10	42	1.56 - 1.60	12
3.01 - 3.05	41	1.51 - 1.55	11
2.96 - 3.00	40	1.46 - 1.50	10
2.91 - 2.95	39	1.41 - 1.45	9
2.86 - 2.90	38	1.36 - 1.40	8
2.81 - 2.85	37	1.31 - 1.35	7
2.76 - 2.80	36	1.26 - 1.30	6
2.71 - 2.75	35	1.21 - 1.25	5
2.66 - 2.70	34	1.16 - 1.20	4
2.61 - 2.65	33	1.11 - 1.15	3
2.56 - 2.60	32	1.06 - 1.10	2
2.51 - 2.55	31	1.01 - 1.05	1
		1.00 -	0

Conversion Chart Elements:

Lowest possible average rubric score is 0, highest possible average rubric score is 4

The rationale for the cutpoints is both theoretical and guided by the NYSED Overall Composite Score parameters:

- Theoretically, the more 3s and 4s attained, the higher the average rubric score and the higher the likelihood of being Effective or Highly Effective.
- o The lower end of Effective represents an average rubric score of approximately two-third 3s and one-third 2s; individuals who just meet Effective expectations are effective in many domains but still developing in a few.
- o The lower end of Highly Effective represents an average rubric score of approximately two-third 4s and one-third 3s; individuals who just meet Highly Effective expectations are highly effective in many domains but still effective in a few.

WHITEHALL CSD

Conversion Chart for Assigning HEDI Points 0-20

<u>H. E. D. I. CATEGORY:</u>		<u>POINTS</u>
HIGHLY EFFECTIVE	80% +	18-20 pts. 80-85% = 18, 85.1-90% = 19, 90.1%+ = 20
EFFECTIVE	55-79.99%	9-17 pts. 55-56% = 9, 56.1-58% = 10, 58.1-61% = 11 61.1-64% = 12, 64.1-67% = 13, 67.1-70% = 14, 70.1-73% = 15, 73.1-76% = 16, 76.1-79.99% = 17
DEVELOPING	15-54.99%	3-8 pts. 15-20% = 3, 20.1-24.9% = 4, 25-30% = 5 30.1-40% = 6, 40.1-45% = 7 45.1-54.99% = 8
INEFFECTIVE	0-14.99%	0-2 pts. 0-4% = 0, 4.1-8% = 1, 8.1-14.99% = 2

Conversion Chart for Assigning HEDI Points 0-15

<u>H. E. D. I. CATEGORY:</u>		<u>POINTS</u>
HIGHLY EFFECTIVE	85% +	92-100% = 15, 85-92.9% = 14
EFFECTIVE	75-84.9%	83-84.9% = 13, 80-82.9% = 12 78-79.9% = 11, 77% = 10, 76% = 9 75% = 8
DEVELOPING	74.9-65%	72-74.9% = 7, 70-71.9% = 6, 68-69.9% = 5 66-67.9% = 4, 65-65.9% = 3
INEFFECTIVE	64.9% or Less	50-64.9% = 2, 43 – 49.9% = 1, 42.9% or less = 0

Local 60 Points Rubric Conversion Rubric

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3.96 - 4.00	60	2.46 - 2.50	30
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3.81 - 3.85	57	2.31 - 2.35	27
3.76 - 3.80	56	2.26 - 2.30	26
3.71 - 3.75	55	2.21 - 2.25	25
3.66 - 3.70	54	2.16 - 2.20	24
3.61 - 3.65	53	2.11 - 2.15	23
3.56 - 3.60	52	2.06 - 2.10	22
3.51 - 3.55	51	2.01 - 2.05	21
3.46 - 3.50	50	1.96 - 2.00	20
3.41 - 3.45	49	1.91 - 1.95	19
3.36 - 3.40	48	1.86 - 1.90	18
3.31 - 3.35	47	1.81 - 1.85	17
3.26 - 3.30	46	1.76 - 1.80	16
3.21 - 3.25	45	1.71 - 1.75	15
3.16 - 3.20	44	1.66 - 1.70	14
3.11 - 3.15	43	1.61 - 1.65	13
3.06 - 3.10	42	1.56 - 1.60	12
3.01 - 3.05	41	1.51 - 1.55	11
2.96 - 3.00	40	1.46 - 1.50	10
2.91 - 2.95	39	1.41 - 1.45	9
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2.81 - 2.85	37	1.31 - 1.35	7
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2.61 - 2.65	33	1.11 - 1.15	3
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Conversion Chart Elements:

Lowest possible average rubric score is 0, highest possible average rubric score is 4

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DEVELOPING	15-54.99%	3-8 pts. 15-20% = 3, 20.1-25% = 4, 25-30% = 5 30.1-40% = 6, 40.1-45% = 7 45.1-54.99% = 8
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3.61 - 3.65	53	2.11 - 2.15	23
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2.91 - 2.95	39	1.41 - 1.45	9
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2.76 - 2.80	36	1.26 - 1.30	6
2.71 - 2.75	35	1.21 - 1.25	5
2.66 - 2.70	34	1.16 - 1.20	4
2.61 - 2.65	33	1.11 - 1.15	3
2.56 - 2.60	32	1.06 - 1.10	2
2.51 - 2.55	31	1.01 - 1.05	1
		1.00 -	0

Conversion Chart Elements:

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- o The lower end of Highly Effective represents an average rubric score of approximately two-third 4s and one-third 3s; individuals who just meet Highly Effective expectations are highly effective in many domains but still effective in a few.

WCSD

T. I. P. IMPLEMENTATION AND APPEAL PROCESS

TEACHER IMPROVEMENT PLANS

If a teacher is rated “developing” or “ineffective” the District shall develop and implement a Teacher Improvement Plan (“TIP”).

Process

Upon rating a teacher as “developing” or “ineffective” through an annual professional performance review, the school district must develop and commence implementation of a teacher (TIP) improvement plan for such teacher. Participants in the improvement process include the teacher in need of improvement, their union representative, the building principal

- Within 10 days of the post observation meeting or evaluation meeting where the “ineffective” or “developing” rating is assigned a meeting should be scheduled to develop an improvement plan. If the evaluation is received at the end of the academic year and there are not 10 days remaining in the school year than the meeting will occur 12 calendar days from the post-observation meeting. In no case will a TIP be developed later than 10 days after the start of classes once the NY State measures have been released.
- At the meeting the teacher improvement plan will be developed; describing the following: the rationale for the improvement plan, areas in need of improvement (as outlined in the Frameworks: Planning and Preparation, Classroom Environment; Instruction, and/or Professional Responsibilities), supports to be provided to the teacher by the District and the WTA, and scheduling a follow-up meeting within 30 school days of the planning meeting.
- Continued concerns would warrant consideration of removal of probationary teachers or a 3020a procedure for tenured faculty.
- Tenured and probationary teachers who continue to receive “ineffective” or “developing” ratings while a Teacher Improvement Plan is in place will have their plan modified within 10 school days.
- If agreed upon by the WTA and District, timelines may be modified.

APPEALS

Basis

The burden of proof to establish a rational basis for the appeal rests with the Teacher and they may only appeal an overall evaluation for one of the following reasons:

1. The substance of the APPR;
2. Adherence to standards and methodologies required for such review;
3. Adherence to the Commissioner's regulations;
4. The issuance and/or implementation of the terms of an improvement plan in connection with an "ineffective" or "developing" determination

Procedure

Teachers: Probationary teachers may submit a written rebuttal that will be attached to the APPR in the members personnel file. Probationary teachers may not appeal the APPR. Tenured teachers may submit written rebuttals of determination of "effective" and "highly effective" if desired, but may not appeal the rating. However, the Association and the District agree the Association reserves the right to appeal "effective" and "highly effective" ratings in the future as determined by the Association.

1. A tenured teacher desiring to appeal their APPR composite summary score must submit a written statement with a rationale for the appeal, based on the above allowable parameters. The appeal must be made within 15 calendar days of the teacher formally being assigned the rating. The written appeal should be submitted to the District Superintendent.
2. The District Superintendent will notify the Association President of the appeal and schedule an appeal hearing within 30 calendar days of receipt of the appeal. The hearing will be conducted by the WTA President or his/her designee and the District Superintendent or his/her designee. This two person hearing body must render a decision in writing within 10 calendar days. This decision may modify the TIP, set aside the rating, uphold the rating, or call for a new rating conducted by an administrator or outside evaluator chosen by the District or the Association.
3. The determination of the appeal pursuant to the above process is final and binding and not subject to any further appeal. Failure of either the district or the local union to abide by the above agreed upon process is subject to the grievance procedure.

Exhaustion of Remedies

An evaluation shall not be the subject NY Education Law §3020-a or an alternate disciplinary procedure without first exhausting the appeal process above.

Disciplinary Proceedings

For the purposes of disciplinary proceedings under Education Law §§3020 and 3020-a, the definition of ineffective teaching or performance is two, consecutive annual ratings of ineffective.

Tenured teachers with a pattern of ineffective teaching or performance may be charged with incompetence and considered for termination through an expedited hearing process.

The District retains its right with respect to probationers and may terminate without regard to APPR for statutorily and constitutionally permissible reasons other than the performance of the teacher including but not limited to misconduct.

**Whitehall Central School District
Teacher Improvement Plan**

Teacher's Name:

Date: Month XX, 2012

Principal:

Rationale for Teacher Improvement Plan:

Teacher's Name received an (ineffective/developing) evaluation on <date>. Based on that evaluation, the following Teacher Improvement Plan has been established:

Areas in Need of Improvement:

Domain One, Planning and Preparation

Domain Two, The Classroom Environment

Domain Three, Instruction

Domain Four, Professional Responsibilities

<teacher name> is expected to make improvements to the areas listed above by <date>.

<principal> is available and willing to provide direction and support to <teacher name> in meeting the Areas in Need of Improvement listed above.

Supports to be provided Include:

● <Support 1>

● <Support 2>

● A meeting with <teacher name>, <bldg principal, and WTA rep. will occur by <specify date>. The purpose of this meeting is to evaluate this Teacher Improvement Plan.

Signatures:

Teacher

Date

WTA representative

Date

Principal

Date

WCSD TEACHER IMPROVEMENT PLAN WORKSHEET
(To be completed jointly by teacher and administrator/supervisor)

Name _____ **Gr./Subj.** _____

Date _____

Area(s) Needing Improvement/Desired Outcome:

Action Steps (Provide Detailed Description):

Support/Resources Provided:

Teacher Responsibilities:

Continued on next page

WCSD TEACHER IMPROVEMENT PLAN WORKSHEET: continued

Principal's Responsibilities:

Benchmarks/Checkpoints:

Evaluation Dates:

Teacher's Signature

Date

Administrator's Signature

Date

WHITEHALL CSD

Conversion Chart for Assigning HEDI Points 0-20

<u>H. E. D. I. CATEGORY:</u>		<u>POINTS</u>
HIGHLY EFFECTIVE	80% +	18-20 pts. 80-85% = 18, 85.1-90% = 19, 90.1%+ = 20
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DEVELOPING	15-54.99%	3-8 pts. 15-20% = 3, 20.1-24.9% = 4, 25-30% = 5 30.1-40% = 6, 40.1-45% = 7 45.1-54.99% = 8
INEFFECTIVE	0-14.99%	0-2 pts. 0-4% = 0, 4.1-8% = 1, 8.1-14.99% = 2

Conversion Chart for Assigning HEDI Points 0-15

<u>H. E. D. I. CATEGORY:</u>		<u>POINTS</u>
HIGHLY EFFECTIVE	85% +	92-100% = 15, 85-92.9% = 14
EFFECTIVE	75-84.9%	83-84.9% = 13, 80-82.9% = 12 78-79.9% = 11, 77% = 10, 76% = 9 75% = 8
DEVELOPING	74.9-65%	72-74.9% = 7, 70-71.9% = 6, 68-69.9% = 5 66-67.9% = 4, 65-65.9% = 3
INEFFECTIVE	64.9% or Less	50-64.9% = 2, 43 – 49.9% = 1, 42.9% or less = 0

Local 60 Points Rubric Conversion Rubric

The Ave. Rubric Score for a teacher will be developed from the average score of two observations using the Danielson evaluation model.

The average rubric score for a principal will be developed from the average score assigned by the district's superintendent using the Marzano Administrator Evaluation rubric.

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3.76 - 3.80 56	2.26 - 2.30 26
3.71 - 3.75 55	2.21 - 2.25 25
3.66 - 3.70 54	2.16 - 2.20 24
3.61 - 3.65 53	2.11 - 2.15 23
3.56 - 3.60 52	2.06 - 2.10 22
3.51 - 3.55 51	2.01 - 2.05 21
3.46 - 3.50 50	1.96 - 2.00 20
3.41 - 3.45 49	1.91 - 1.95 19
3.36 - 3.40 48	1.86 - 1.90 18
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3.06 - 3.10 42	1.56 - 1.60 12
3.01 - 3.05 41	1.51 - 1.55 11
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2.91 - 2.95 39	1.41 - 1.45 9
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2.81 - 2.85 37	1.31 - 1.35 7
2.76 - 2.80 36	1.26 - 1.30 6
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2.66 - 2.70 34	1.16 - 1.20 4
2.61 - 2.65 33	1.11 - 1.15 3
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	1.00 - 0

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3.61 - 3.65	53	2.11 - 2.15	23
3.56 - 3.60	52	2.06 - 2.10	22
3.51 - 3.55	51	2.01 - 2.05	21
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WCSD

P. I. P. IMPLEMENTATION AND APPEAL PROCESS

PRINCIPAL IMPROVEMENT PLANS

If a principal is rated “developing” or “ineffective” the District shall develop and implement a Principal Improvement Plan (“PIP”).

Process

Upon rating a principal as “developing” or “ineffective” through an annual professional performance review, the school district must develop and commence implementation of a principal (PIP) improvement plan for the principal. Participants in the improvement process include the principal in need of improvement and the superintendent of schools.

- Within 10 days of the post observation meeting or evaluation meeting where the “ineffective” or “developing” rating is assigned a meeting should be scheduled to develop an improvement plan. If the evaluation is received at the end of the academic year and there are not 10 days remaining in the school year than the meeting will occur 12 calendar days from the post-observation meeting. In no case will a PIP be developed later than 10 days after the start of classes once the NY State measures have been released.
- At the meeting the principal improvement plan will be developed; describing the following: the rationale for the improvement plan, areas in need of improvement (as outlined in the Marzano Evaluation Tool: Domains 1-5), supports to be provided to the principal by the District and scheduling a follow-up meeting within 30 school days of the planning meeting.
- Continued concerns would warrant consideration of removal of probationary principals or a 3020a procedure for tenured principals.
- Tenured and probationary principals who continue to receive “ineffective” or “developing” ratings while a Principal Improvement Plan is in place will have their plan modified within 10 school days.
- If agreed upon by the principal and District, timelines may be modified.

APPEALS

Basis

The burden of proof to establish a rational basis for the appeal rests with the principal and he or she may only appeal an overall evaluation for one of the following reasons:

1. The substance of the APPR;
2. Adherence to standards and methodologies required for such review;
3. Adherence to the Commissioner's regulations;
4. The issuance and/or implementation of the terms of an improvement plan in connection with an "ineffective" or "developing" determination.

Procedure

Principals: Probationary principals may submit a written rebuttal that will be attached to the APPR in the member's personnel file. Probationary principals may not appeal the APPR. Tenured principals may submit written rebuttals of determination of "effective" and "highly effective" if desired, but may not appeal the rating. However, the principal and the District agree the principal reserves the right to appeal "effective" and "highly effective" ratings in the future as determined by the principal.

1. A tenured principal desiring to appeal his or her APPR composite summary score must submit a written statement with a rationale for the appeal, based on the above allowable parameters. The appeal must be made within 15 calendar days of the principal formally being assigned the rating. The written appeal should be submitted to the District Superintendent.
2. The District Superintendent will schedule an appeal hearing within 30 calendar days of receipt of the appeal. The hearing will be conducted by the Whitehall CSD's other building principal or his/her designee and the District Superintendent or his/her designee. This two person hearing body must render a decision in writing within 10 calendar days. This decision may modify the PIP, set aside the rating, uphold the rating, or call for a new rating conducted by an administrator or outside evaluator chosen by the District or the Principal.
3. The determination of the appeal pursuant to the above process is final and binding and not subject to any further appeal.

Exhaustion of Remedies

An evaluation shall not be the subject NY Education Law §3020-a or an alternate disciplinary procedure without first exhausting the appeal process above.

Disciplinary Proceedings

For the purposes of disciplinary proceedings under Education Law §§3020 and 3020-a, the definition of ineffective teaching or performance is two, consecutive annual ratings of ineffective.

Tenured principals with a pattern of ineffective leadership or performance may be charged with incompetence and considered for termination through an expedited hearing process.

**Whitehall Central School District
Principal Improvement Plan**

Principal's Name:

Date: Month XX, 2012

Principal:

Rationale for Principal Improvement Plan:

Principal's Name received an (ineffective/developing) evaluation on <date>. Based on that evaluation, the following Principal Improvement Plan has been established:

Areas in Need of Improvement:

Domain One, A Data-Driven Focus on Student Achievement

Domain Two, Continuous Improvement of Instruction

Domain Three, A Guaranteed and Viable Curriculum

Domain Four, Cooperation and Collaboration

Domain Five, School Climate

<principal name> is expected to make improvements to the areas listed above by <date>.

<principal> is available and willing to provide direction and support to <principal name> in meeting the Areas in Need of Improvement listed above.

Supports to be provided Include:

• <Support 1>

• <Support 2>

• A meeting with <principal name>, <bldg principal, and WTA rep. will occur by <specify date>. The purpose of this meeting is to evaluate this Principal Improvement Plan.

Signatures:

Principal

Date

Superintendent

Date

WCSD PRINCIPAL IMPROVEMENT PLAN WORKSHEET
(To be completed jointly by principal and administrator/supervisor)

Name _____ **Gr./Subj.** _____

Date _____

Area(s) Needing Improvement/Desired Outcome:

Action Steps (Provide Detailed Description):

Support/Resources Provided:

Principal Responsibilities:

Continued on next page

WCSD PRINCIPAL IMPROVEMENT PLAN WORKSHEET: continued

Principal's Responsibilities:

Benchmarks/Checkpoints:

Evaluation Dates:

Principal's Signature

Date

Superintendent's Signature

Date

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

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

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

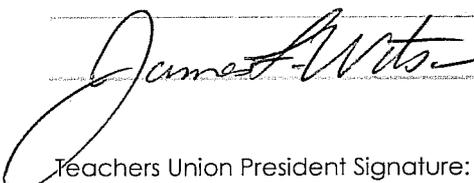
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

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

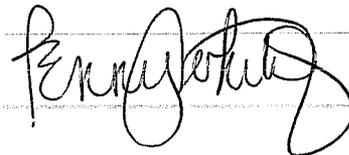
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

Signatures, dates

Superintendent Signature: Date:

 11/30/12

Teachers Union President Signature: Date:

 11/30/12

Administrative Union President Signature: Date:

 11/30/12

Board of Education President Signature: Date:

 11/30/12