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

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

E-mail: commissioner@mail.nysed.gov
Twitter:@JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

January 9, 2014

Revised

Gregory Macaluso, Superintendent
Williamson Central School District
PO Box 900
Williamson, NY 14589

Dear Superintendent Macaluso:

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

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

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

Thank you again for your hard work.

Sincerely,

John B. King, Jr.
Commissioner

Attachment

c: Scott Bischoping

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013
Updated Friday, May 31, 2013

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 651402040000

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

651402040000

1.2) School District Name: WILLIAMSON CSD

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

WILLIAMSON CSD

1.3) Assurances

Please check all of the boxes below:

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

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval	Checked

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013
Updated Friday, December 13, 2013

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

For core subjects: grades 6-8 Science and Social Studies, high school English Language Arts, Math, Science, and Social Studies courses associated in 2010-11 with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO:
State assessments (or Regents or Regent equivalents), *required if one exists*
If no State assessment or Regents exam exists:
District-determined assessments from list of State-approved 3rd party assessments; or

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:
State assessments, *required if one exists*
List of State-approved 3rd party assessments
District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
School- or BOCES-wide, group or team results based on State assessments
Please note: If your district or BOCES does not have grade/subject-specific teachers for one or more of the rows in questions 2.2 through 2.9, choose "Not applicable" from the drop-down box and type N/A in the assessment box. This would be appropriate if, for example, common branch teachers also teach 6th grade science and/or social studies and therefore would have State-provided growth measures, not SLOs; the district or BOCES does not have certain grades; the district does not offer a specific subject; etc.

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Measures of Academic Progress -Primary Grades
1	State-approved 3rd party assessment	Measures of Academic Progress -Primary Grades
2	State-approved 3rd party assessment	Measures of Academic Progress -Primary Grades

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Grades K-2 ELA, the Williamson CSD will be measuring growth. The teachers, in collaboration with principals and the NWEA growth setting process will use the students' pre-assessment scores and prior academic history to set individual growth targets. The total of these target scores for the class will be used for HEDI scoring. A HEDI score will be awarded based on the overall percentage of the total projected growth met by the class. The 0-20 HEDI score will be determined using the uploaded conversion chart with decimals being rounded to the nearest whole number. In no case will rounding cause a teacher to move to a higher HEDI category. For Grade 3 ELA, the Williamson CSD will be measuring growth. The teachers, in collaboration with the principal, will use each student's pre-assessment score and prior academic history to set individual growth targets. A HEDI score will be

	awarded based on the overall percentage of students who meet or exceed their individual growth targets as compared to the pre-assessment baseline data point. The 0-20 HEDI score will be determined using the uploaded conversion chart with decimals being rounded to the nearest whole number. In no case will rounding cause a teacher to move to a higher HEDI category.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Percentage of projected growth target (Rausch unit-RIT) or growth target from the Grade 3 pre-test is well above expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Percentage of projected growth target (Rausch unit-RIT) meets expectations or growth target from the Grade 3 pre-test is met.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Percentage of projected growth target (Rausch unit-RIT) is below expectation or growth from the Grade 3 ELA pre-test is below expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Percentage of projected growth target (Rausch unit-RIT) is well below expectations or growth from the Grade 3 ELA pre-test is well below expectations.

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	Measures of Academic Progress -Primary Grades
1	State-approved 3rd party assessment	Measures of Academic Progress -Primary Grades
2	State-approved 3rd party assessment	Measures of Academic Progress -Primary Grades

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Grades K-2 Math, the Williamson CSD will be measuring growth. The teachers, in collaboration with principals and the NWEA growth setting process will use the students' pre-assessment scores and prior academic history to set individual growth targets. The total of these target scores for the class will be used for HEDI scoring. A HEDI score will be awarded based on the overall percentage of the total projected growth met by the class. The 0-20 HEDI score will be determined using the uploaded conversion chart with decimals being rounded to the nearest whole number. In no case will rounding cause a teacher to move to a higher HEDI category. For Grade 3 Math, the Williamson CSD will be measuring growth. The teachers, in collaboration with the principal, will

	use each student's pre-assessment score and prior academic history to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets as compared to the pre-assessment baseline data point. The 0-20 HEDI score will be determined using the uploaded conversion chart with decimals being rounded to the nearest whole number. In no case will rounding cause a teacher to move to a higher HEDI category.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Percentage of projected growth target (Rausch unit-RIT) is well above expectations or growth target from the Grade 3 pre-test is well above expectations.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Percentage of projected growth target (Rausch unit-RIT) meets expectations or growth target from the Grade 3 pre-test meets expectations.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Percentage of projected growth target (Rausch unit-RIT) is below expectations or growth target from the Grade 3 pre-test is below expectations.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Percentage of projected growth target (Rausch unit-RIT) is well below expectations or growth target from the Grade 3 pre-test is well below expectations.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	WFL-Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	WFL-Regionally Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Grades 6-8, the Williamson CSD will be measuring growth. The teachers, in collaboration with the principal, will use each student's pre-assessment score and prior academic history to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets as compared to the pre-assessment baseline data point. The 0-20 HEDI score will be determined using the uploaded conversion chart with decimals being rounded to the nearest whole number. In no case will rounding cause a teacher to move to a higher HEDI category.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See attached chart.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached chart.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached chart.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See attached chart.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	WFL-Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	WFL-Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	WFL-Developed Grade 8 Social Studies Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Grade 6-8 Social Studies, the Williamson CSD will be measuring growth. The teachers, in collaboration with the principal, will use each student's pre-assessment score and prior academic history to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets as compared to the pre-assessment baseline data point. The 0-20 HEDI score will be determined using the uploaded conversion chart with decimals being rounded to the nearest whole number. In no case will rounding cause a teacher to move to a higher HEDI category.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached chart.
Effective (9 - 17 points) Results meet District goals for similar students.	See attached chart.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached chart.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached chart.

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	WFL-Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Global 1, Global 2 and American History, the Williamson CSD will be measuring growth. The teachers, in collaboration with the principal, will use each student's pre-assessment score and prior academic history to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets as compared to the pre-assessment baseline data point. The 0-20 HEDI score will be determined using the uploaded conversion chart with decimals being rounded to the nearest whole number. In no case will rounding cause a teacher to move to a higher HEDI category.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached chart.
Effective (9 - 17 points) Results meet District goals for similar students.	See attached chart.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached chart.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached chart.

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For High School Science Regents Courses, the Williamson CSD will be measuring growth. The teachers, in collaboration with the principal, will use each student's pre-assessment score and prior academic history to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets as compared to the pre-assessment baseline data point. The 0-20 HEDI score will be determined using the uploaded conversion chart with decimals being rounded to the nearest whole number. In no case will rounding cause a teacher to move to a higher HEDI category.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached chart.
Effective (9 - 17 points) Results meet District goals for similar students.	See attached chart.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached chart.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached chart.

2.8) High School Math Regents Courses

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

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For High School Math Regents Courses, the Williamson CSD will be measuring growth. The teachers, in collaboration with the principal, will use each student's pre-assessment score and prior academic history to set individual growth targets. A HEDI

	score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets as compared to the pre-assessment baseline data point. For Algebra 1, if students take both the NYS Regents in Integrated Algebra and the Common Core Algebra Regents, the higher of the scores will apply. The 0-20 HEDI score will be determined using the uploaded conversion chart with decimals being rounded to the nearest whole number. In no case will rounding cause a teacher to move to a higher HEDI category.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached chart.
Effective (9 - 17 points) Results meet District goals for similar students.	See attached chart.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached chart.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached chart.

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	WFL-Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	WFL-Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Comprehensive English NYS Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For High School English Language Arts, the Williamson CSD will be measuring growth. The teachers, in collaboration with the principal, will use each student's pre-assessment score and prior academic history to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets as compared to the pre-assessment baseline data point. The 0-20 HEDI score will be determined using the uploaded conversion chart with decimals being rounded to the nearest whole number. In no case will rounding cause a teacher to move to a higher

	HEDI category.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached chart.
Effective (9 - 17 points) Results meet District goals for similar students.	See attached chart.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached chart.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached chart.

2.10) All Other Courses

Fill in, as applicable, for all other teachers in additional grades/subjects that have Student Learning Objectives. If you need additional space, duplicate this form and upload (below) as an attachment to your APPR plan. You may combine into one line any groups of teachers for whom the answers in the boxes are the same including, for example, "all other teachers not named above" .

	Course(s) or Subject(s)	Option	Assessment
	Public Policy	District, Regional or BOCES-developed	WFL-Developed Grade 12 Public Policy Assessment
	Economics	District, Regional or BOCES-developed	WFL-Developed Grade 12 Economics Assessment
	Health 7/8	District, Regional or BOCES-developed	WFL-Developed Health 7/8 Assessment
	Design and Draw for Production	District, Regional or BOCES-developed	WFL-Developed Grades 9-12 Design and Draw for Production Assessment
	Middle School Technology	District, Regional or BOCES-developed	WFL-Developed Grades 5-8 Middle School Technology Assessment
	Accounting	District, Regional or BOCES-developed	Williamson CSD Developed Grades 9-12 Accounting Assessment
	Spanish 1,2,3,4	District, Regional or BOCES-developed	JMT-Developed Grades 9-12 Spanish 1,2,3,4 Assessments
	French 1,2,3,4	District, Regional or BOCES-developed	JMT-Developed Grades 9-12 French 1,2,3,4 Assessments
	Elementary Music	District, Regional or BOCES-developed	WFL-Developed Grades K-6 Elementary Music Assessments
	Middle School Music	District, Regional or BOCES-developed	WFL-Developed Grades 7-8 Middle School Music Assessments
	Middle School Band	District, Regional or BOCES-developed	WFL-Developed Grades 5-8 Middle School Band Assessment
	High School Band	District, Regional or BOCES-developed	WFL-Developed Grades 9-12 High School Band Assessment
	Middle School Chorus	District, Regional or BOCES-developed	WFL-Developed Grades 5-8 Middle School Chorus Assessment
	High School Chorus	District, Regional or BOCES-developed	WFL- Developed Grades 9-12 High School Chorus Assessment
	Elementary/Middle School Art	District, Regional or BOCES-developed	WFL-Developed Grades K-8 Elementary/Middle School Art Assessments
	Library/Media Specialist	District, Regional or BOCES-developed	JMT-Developed Grades K-12 Library/Media Specialist Assessment

	HS Health	District, Regional or BOCES-developed	WFL-Developed Grades 9-12 HS Health Assessment
	Physical Education (all levels)	District, Regional or BOCES-developed	WFL-Developed Grades K-12 Physical Education (all levels) Assessments
	TV/Video Production	District, Regional or BOCES-developed	Williamson CSD Developed Grades 9-12 TV/Video Production Assessment
	MS Home and Careers	District, Regional or BOCES-developed	WFL-Developed Grades 6-8 MS Home and Careers Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For all other courses, the Williamson CSD will be measuring growth. The teachers, in collaboration with the principal, will use each student's pre-assessment score and prior academic history to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets as compared to the pre-assessment baseline data point. The 0-20 HEDI score will be determined using the uploaded conversion chart. In no case will rounding cause a teacher to move to a higher HEDI category.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See attached chart.
Effective (9 - 17 points) Results meet District goals for similar students.	See attached chart.
Developing (3 - 8 points) Results are below District goals for similar students.	See attached chart.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See attached chart.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/523638-TXEtxx9bQW/2.11 20 Point Conversion More than 15 or 15 or Fewer.pdf

2.12) Locally Developed Controls

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

incentives associated with the controls or adjustments.

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

No controls.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013
Updated Friday, December 20, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as “Not Applicable” (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.
One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Measures of Academic Progress-Math and ELA
5	6(ii) School wide measure computed locally	Measures of Academic Progress-Math and ELA
6	6(ii) School wide measure computed locally	Measures of Academic Progress-Math and ELA
7	6(ii) School wide measure computed locally	Measures of Academic Progress-Math and ELA
8	6(ii) School wide measure computed locally	Measures of Academic Progress-Math and ELA

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.	For the local measure, the Williamson CSD will be assessing growth using the NWEA Measures of Academic Progress. A school-wide HEDI score will be awarded based on the percentage of the total projected growth in math and ELA met by the group. For this measure, the group for grade 4 teachers will be all students in grades 3 and 4. For grades 5-8 teachers, the group will be all students in grades 5-8. Projected growth and actual growth will be determined by the NWEA program. Baseline testing to determine the projected growth targets will occur in the fall of each school year with post-assessments occurring in the spring. A 0-20 point HEDI score will be determined using the uploaded conversion chart with decimals being rounded to whole numbers prior to submission. In no case will rounding cause a teacher to move to a higher HEDI category. A 0-15 point scale will be added when value added assessment is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Measures of Academic Progress-Math and ELA
5	6(ii) School wide measure computed locally	Measures of Academic Progress-Math and ELA
6	6(ii) School wide measure computed locally	Measures of Academic Progress-Math and ELA
7	6(ii) School wide measure computed locally	Measures of Academic Progress-Math and ELA
8	6(ii) School wide measure computed locally	Measures of Academic Progress-Math and ELA

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.	For the local measure, the Williamson CSD will be measuring growth using the NWEA Measures of Academic Progress. A school-wide HEDI score will be awarded based on the percentage of the total projected growth in math and ELA met by the group. For this measure, the group for grade 4 teachers will be all students in grades 3 and 4. For grades 5-8 teachers, the group will be all students in grades 5-8. Projected growth and actual growth will be determined by the NWEA program. Baseline testing to determine the projected growth targets will occur in the fall of each school year with post-assessments occurring in the spring. A 0-20 point HEDI score will be determined using the uploaded conversion chart with decimals being rounded to whole numbers prior to submission. In no case will rounding cause a teacher to move to a higher HEDI category. A 0-15 point scale will be added when value added assessment is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/523639-rhJdBgDruP/3.3 20 and 15 Points Local measures MAPS Conversion _1.pdf

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

Growth or achievement measure(s) from these options.
One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Measures of Academic Progress-Math and ELA
1	6(ii) School-wide measure computed locally	Measures of Academic Progress-Math and ELA
2	6(ii) School-wide measure computed locally	Measures of Academic Progress-Math and ELA
3	6(ii) School-wide measure computed locally	Measures of Academic Progress-Math and ELA

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.	For the grades K-3 ELA local measure, the Williamson CSD will be measuring growth using the NWEA Measures of Academic Progress. A school-wide HEDI score will be awarded based on the overall percentage of the total projected growth met by the group. For this measure, the group will be all students in grades 3 and 4. Projected growth and actual growth will be determined by the NWEA program. Baseline testing to determine the projected growth targets will occur in the fall of each school year with post-assessments occurring in the spring. A 0-20 point HEDI score will be determined using the uploaded conversion chart with decimals being rounded to whole numbers prior to submission. In no case will rounding cause a teacher to move to a higher HEDI category.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of projected growth target (Rausch unit-RIT) is well above expectations.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of projected growth target (Rausch unit-RIT) meets expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of projected growth target (Rausch unit-RIT) is below expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of projected growth target (Rausch unit-RIT) is well below expectations.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Measures of Academic Progress-Math and ELA
1	6(ii) School-wide measure computed locally	Measures of Academic Progress-Math and ELA
2	6(ii) School-wide measure computed locally	Measures of Academic Progress-Math and ELA
3	6(ii) School-wide measure computed locally	Measures of Academic Progress-Math and ELA

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.	For the grades K-3 Math local measure, the Williamson CSD will be measuring growth using the NWEA Measures of Academic Progress. A school-wide HEDI score will be awarded based on the overall percentage of the total projected growth met by the group. For this measure, the group will be all students in grades 3 and 4. Projected growth and actual growth will be determined by the NWEA program. Baseline testing to determine the projected growth targets will occur in the fall of each school year with post-assessments occurring in the spring. A 0-20 point HEDI score will be determined using the uploaded conversion chart with decimals being rounded to whole numbers prior to submission. In no case will rounding cause a teacher to move to a higher HEDI category.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of projected growth target (Rausch unit-RIT) is well above expectations.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of projected growth target (Rausch unit-RIT) meets expectations.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of projected growth target (Rausch unit-RIT) is below expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of projected growth target (Rausch unit-RIT) is well below expectations.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress-Math and ELA
7	6(ii) School wide measure computed locally	Measures of Academic Progress-Math and ELA
8	6(ii) School wide measure computed locally	Measures of Academic Progress-Math and ELA

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.	For the local measure, the Williamson CSD will be measuring growth using the NWEA Measures of Academic Progress. A school-wide HEDI score will be awarded based on the percentage of the total projected growth in math and ELA met by the group. For this measure the group will be all students in grades 5-8. Projected growth and actual growth will be determined by the NWEA program. Baseline testing to determine the projected growth targets will occur in the fall of

	each school year with post-assessments occurring in the spring. A 0-20 point HEDI score will be determined using the uploaded conversion chart with decimals being rounded to whole numbers prior to submission. In no case will rounding cause a teacher to move to a higher HEDI category.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of projected growth target (Rausch unit-RIT) is well above expectations.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of projected growth target (Rausch unit-RIT) meets expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of projected growth target (Rausch unit-RIT) is below expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of projected growth target (Rausch unit-RIT) is well below expectations.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Measures of Academic Progress-Math and ELA
7	6(ii) School wide measure computed locally	Measures of Academic Progress-Math and ELA
8	6(ii) School wide measure computed locally	Measures of Academic Progress-Math and ELA

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.	For the local measure, the Williamson CSD will be measuring growth using the NWEA Measures of Academic Progress. A school-wide HEDI score will be awarded based on the percentage of the total projected growth in math and ELA met by the group. For this measure the group will be all students in grades 5-8. Projected growth and actual growth will be determined by the NWEA program. Baseline testing to determine the projected growth targets will occur in the fall of each school year with post-assessments occurring in the spring. A 0-20 point HEDI score will be determined using the uploaded conversion chart with decimals being rounded to whole numbers prior to submission. In no case will rounding cause a teacher to move to a higher HEDI category.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	Percentage of projected growth target (Rausch unit-RIT) is well above expectations.

achievement for grade/subject.	
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of projected growth target (Rausch unit-RIT) meets expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of projected growth target (Rausch unit-RIT) is below expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of projected growth target (Rausch unit-RIT) is well below expectations.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Regents exams in NYS Integrated Algebra Regents or Common Core Algebra Assessment, Living Environment, Comprehensive English, Global History and Geography and US History and Government
Global 2	6(ii) School wide measure computed locally	Regents exams in NYS Integrated Algebra Regents or Common Core Algebra Assessment, Living Environment, Comprehensive English, Global History and Geography and US History and Government
American History	6(ii) School wide measure computed locally	Regents exams in NYS Integrated Algebra Regents or Common Core Algebra Assessment, Living Environment, Comprehensive English, Global History and Geography and US History and Government

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.	The Williamson CSD will be measuring achievement. A teacher's local HEDI score will be determined based on the overall percentage of students scoring passing or higher on June Regents examinations in Algebra, Comprehensive English, Living Environment, Global History and Geography and US History and Government. For Algebra, if both the NYS Integrated Algebra Regents and Common Core Algebra Assessment are administered, the higher of a student's scores will be used in the calculation. The passing score is a score of 65 or higher on the Regents exams. A 0-20 point school-wide HEDI score will be determined using the uploaded conversion chart with decimals being rounded to whole numbers prior to submission. In no case will rounding cause a teacher to move to

	a higher HEDI category.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average passing rate for the 5 above Regents exams is equal to 85% or above.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average passing rate for the 5 above Regents exams is between 65% to 84%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average passing rate for the 5 above Regents exams is between 55% to 64%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average passing rate for the 5 above Regents exams is 54% or below.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Regents exams in NYS Integrated Algebra Regents or Common Core Algebra Assessment, Living Environment, Comprehensive English, Global History and Geography and US History and Government
Earth Science	6(ii) School wide measure computed locally	Regents exams in NYS Integrated Algebra Regents or Common Core Algebra Assessment, Living Environment, Comprehensive English, Global History and Geography and US History and Government
Chemistry	6(ii) School wide measure computed locally	Regents exams in NYS Integrated Algebra Regents or Common Core Algebra Assessment, Living Environment, Comprehensive English, Global History and Geography and US History and Government
Physics	6(ii) School wide measure computed locally	Regents exams in NYS Integrated Algebra Regents or Common Core Algebra Assessment, Living Environment, Comprehensive English, Global History and Geography and US History and Government

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.	The Williamson CSD will be measuring achievement. A teacher's local HEDI score will be determined based on the overall percentage of students scoring passing or higher on June Regents examinations in Algebra, Comprehensive English, Living Environment, Global History and Geography and US History and Government. For Algebra, if both the NYS

	Integrated Algebra Regents and Common Core Algebra Assessment are administered, the higher of a student's scores will be used in the calculation. The passing score is a score of 65 or higher on the Regents exams. A 0-20 point school-wide HEDI score will be determined using the uploaded conversion chart with decimals being rounded to whole numbers prior to submission. In no case will rounding cause a teacher to move to a higher HEDI category.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average passing rate for the 5 above Regents exams is equal to 85% or above.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average passing rate for the 5 above Regents exams is between 65% to 84%.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average passing rate for the 5 above Regents exams is between 55% to 64%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average passing rate for the 5 above Regents exams is 54% or below.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Regents exams in NYS Integrated Algebra Regents or Common Core Algebra Assessment, Living Environment, Comprehensive English, Global History and Geography and US History and Government
Geometry	6(ii) School wide measure computed locally	Regents exams in NYS Integrated Algebra Regents or Common Core Algebra Assessment, Living Environment, Comprehensive English, Global History and Geography and US History and Government
Algebra 2	6(ii) School wide measure computed locally	Regents exams in NYS Integrated Algebra Regents or Common Core Algebra Assessment, Living Environment, Comprehensive English, Global History and Geography and US History and Government

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

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

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra

Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Williamson CSD will be measuring achievement. A teacher's local HEDI score will be determined based on the overall percentage of students scoring passing or higher on June Regents examinations in Algebra, Comprehensive English, Living Environment, Global History and Geography and US History and Government. For Algebra, if both the NYS Integrated Algebra Regents and Common Core Algebra Assessment are administered, the higher of a student's scores will be used in the calculation. The passing score is a score of 65 or higher on the Regents exams. A 0-20 point school-wide HEDI score will be determined using the uploaded conversion chart with decimals being rounded to whole numbers prior to submission. In no case will rounding cause a teacher to move to a higher HEDI category.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average passing rate for the 5 above Regents exams is equal to 85% or above.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average passing rate for the 5 above Regents exams is between 65% to 84%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average passing rate for the 5 above Regents exams is between 55% to 64%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average passing rate for the 5 above Regents exams is 54% or below.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Regents exams in NYS Integrated Algebra Regents or Common Core Algebra Assessment, Living Environment, Comprehensive English, Global History and Geography and US History and Government
Grade 10 ELA	6(ii) School wide measure computed locally	Regents exams in NYS Integrated Algebra Regents or Common Core Algebra Assessment, Living Environment, Comprehensive English, Global History and Geography and US History and Government
Grade 11 ELA	6(ii) School wide measure computed locally	Regents exams in NYS Integrated Algebra Regents or Common Core Algebra Assessment, Living Environment, Comprehensive English, Global History and Geography and US History and Government

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Williamson CSD will be measuring achievement. A teacher's local HEDI score will be determined based on the overall percentage of students scoring passing or higher on June Regents examinations in Algebra, Comprehensive English, Living Environment, Global History and Geography and US History and Government. For Algebra, if both the NYS Integrated Algebra Regents and Common Core Algebra Assessment are administered, the higher of a student's scores will be used in the calculation. The passing score is a score of 65 or higher on the Regents exams. A 0-20 point school-wide HEDI score will be determined using the uploaded conversion chart with decimals being rounded to whole numbers prior to submission. In no case will rounding cause a teacher to move to a higher HEDI category.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average passing rate for the 5 above Regents exams is equal to 85% or above.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average passing rate for the 5 above Regents exams is between 65% to 84%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average passing rate for the 5 above Regents exams is between 55% to 64%.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The average passing rate for the 5 above Regents exams is 54% or below.

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 HS courses	6(ii) School wide measure computed locally	NYS Integrated Algebra Regents or Common Core Algebra Assessment, Living Environment, Comprehensive English, Global History and Geography and US History and Government
	All other Middle School courses	6(ii) School wide measure computed locally	Measures of Academic Progress-Math and ELA
	All other Elementary School courses	6(ii) School wide measure computed locally	Measures of Academic Progress-Math and ELA

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.	The Williamson High School will be measuring achievement. A teacher's local HEDI score will be determined based on the overall percentage of students scoring passing or higher on June Regents examinations in Algebra, Comprehensive English, Living Environment, Global History and Geography and US History and Government. For Algebra, if both NYS Integrated Algelbra Regents and Common Core Algebra assessments are administered, the higher of a student's scores will be used in the calculation. The passing score is a score of 65 or higher on the Regents exams. A 0-20 point school-wide HEDI score will be determined using the uploaded conversion chart with decimals being rounded to whole numbers prior to submission. For elementary and middle schools courses, the Williamson CSD will be measuring growth for the school-wide component using the NWEA Measures of Academic Progress. A school-wide HEDI score will be awarded based on the overall percentage of the total projected growth met by the group. In no case will rounding cause a teacher to move to a higher HEDI category.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See attached chart.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/523639-y92vNseFa4/3.13 NYS Regents and NWEA MAP Conversion Charts.pdf

3.14) Locally Developed Controls

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

No controls.

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.

When a teacher has more than one measure, the HEDI score from each measure will be weighted proportionally by the number of students to determine one overall HEDI score for the teacher. This applies to all teachers with more than one measure. Rounding will not cause a teacher to move to a higher category of effectiveness.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013
Updated Friday, December 13, 2013

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0

Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

For other measures, tenured teachers are observed twice and complete a single lesson review. The Danielson 2011 Rubric is used to rate each of these. For Domain 4, the focus is on the first subcomponent. If other components are observed, they will be rated. The first observation is weighted 30%, the second 30% and the single lesson review is weighted 40% of a teacher's 60 points for other measures.

For other measures, non-tenured teachers are observed three times and complete a single lesson review. The Danielson 2011 Rubric is

used to rate each of these. Each observation is weighted 20% and the single lesson review is weighted 40% of a teacher's 60 points for other measures.

Attachments demonstrate the distribution of the scores and how they will be converted into HEDI scores. All decimal scores will be rounded to whole numbers. Rounding will not cause a teacher to move to another HEDI category. The rubric scores listed on the chart are the minimal scores necessary to achieve the corresponding HEDI point value.

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

assets/survey-uploads/12179/523640-eka9yMJ855/4.5 Other Measures - All.pdf

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The Danielson (2011) components overall score will be at the Distinguished level.
Effective: Overall performance and results meet NYS Teaching Standards.	The Danielson (2011) components overall score will be at the proficient level.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The Danielson (2011) components overall score will be at the basic level.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The Danielson (2011) components overall score will be at the unsatisfactory level.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers | Formal/Long	3 (2 announced, 1 unannounced)
4.6) Observations of Probationary Teachers | Informal/Short	0
4.6) Observations of Probationary Teachers | Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- 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 (1 announced, 1 unannounced)
4.7) Observations of Tenured Teachers | Informal/Short	0
4.7) Observations of Tenured Teachers | Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- Not Applicable

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013
Updated Thursday, October 17, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

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

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

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

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

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013
Updated Friday, November 01, 2013

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/5265/135562-Df0w3Xx5v6/Microsoft Word - TIP plan.pdf

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

1.1 The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured teacher's annual professional performance review. The procedures contained herein are not available to probationary teachers.

1.2 The grievance and/or arbitration procedures in any negotiated agreement shall not be used to appeal or review a tenured teacher's annual professional performance review. To the extent that a conflict exists between a negotiated agreement and this procedure, the terms and conditions of this procedure shall prevail and be applied.

1.3 This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction. Any revision made will be done in accordance with Education Law 3012-c.

(1) A teacher who receives a rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.

(2) Appeals shall be limited to:

1. the substance of the annual professional performance review;

2. the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012 (c) of the Education Law;

3. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and

4. the school district's issuance and/or implementation of the terms of the teacher's improvement plan.

(3) An appeal may not be filed until a final composite score has been compiled.

(4) Notice of a teacher's appeal of their performance review must be physically received in the office of the Superintendent of Schools no later than ten (10) calendar days after the date when the teacher receives his/her performance review. The failure to submit this notice within this time frame shall result in a waiver of the teacher's right to appeal that performance review.

(5) Within ten (10) calendar days after the initial notice of the appeal is submitted to the Superintendent of Schools, the teacher must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, all documentation that is to be considered. This should include a copy of the performance review that is being appealed, a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. This should include copies of any and all documents or information used to develop the performance review being appealed. Any such additional information not submitted at this time shall not be considered in the deliberations related to the resolution of the appeal.

(6) Under this appeals process the teacher has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by the preponderance of the credible evidence.

(7) The Superintendent will convene a panel to consider the documents that have been submitted. This panel will consist of a building administrator that did not have responsibility for the performance review, the Superintendent or designee and a teacher appointed by the faculty association. This panel will consider the documents submitted in making their decision, which will be by a majority vote.

(8) The panel will issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the teacher submitted the documentation to be considered.

(9) The decision of the panel shall be final and an appeal shall be deemed completed upon the issuance of that decision.

(10) If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the panel. This performance review may not be reviewed or appealed under this procedure.

(11) The teacher's failure to comply with the requirements of this procedures shall result in a waiver and/or denial of the appeal.

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

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

For initial certification, all teacher evaluators will be trained in New York State Teaching Standards and their related elements and performance indicators, evidence-based observation techniques, student growth and value-added growth model, assessments and measures used for evaluation purposes, specific considerations in evaluating of teachers of English language learners and students with disabilities and must pass the TeachScape Proficiency Exam based on Charlotte Danielson's 2011 Frameworks for Teaching. This training takes approximately 50 clock hours and once completed the teacher evaluators will be certified.

All administrators responsible for observing and evaluating teachers will be re-certified each summer after going through a district calibration process. This process will include tests of inter-rater reliability. Once this annual process has been completed successfully, the Board will re-certify all administrators involved in the evaluation process.

6.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013
Updated Friday, December 20, 2013

Page 1

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

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

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

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

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

5-8
9-12
(No response)
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.
Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.
If additional SLOs are necessary, principals must begin with the grade(s)/courses(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.
State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

First, list the grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment." For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4	State assessment	NYS ELA/Math exams grades 3 and 4

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	For the K-4 principal's growth measure, the Williamson CSD will use the NYS Grades 3 and 4 ELA and Math Assessments. Using the NYS Grade 3 ELA and Math Assessments, the principal and superintendent will meet and determine the baseline for individual student goals with the final approval given by the superintendent. This measure will earn a score from 0-20 points. The district will weight the results of this SLO with SGP/VA results from the NYS Grade 4 ELA and Math Assessments in proportion to the number of students covered by each SLO to reach a combined score for this subcomponent. A 0-20 point HEDI score will be determined using the uploaded conversion chart with decimals being rounded to whole numbers prior to submission. In no case will rounding cause a principal to move to a higher HEDI category.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See attached chart.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attached chart.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attached chart.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See attached chart.

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/12156/523643-lha0DogRNw/7.3 20 point SLO Conversion Chart Principal.pdf

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

No controls.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures | Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked

7.6) Assurances -- Comparable Growth Measures | Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013
Updated Friday, December 20, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growoth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	5-8	(d) measures used by district for teacher evaluation	Measures of Academic Progress-ELA and Math
	9-12	(d) measures used by district for teacher evaluation	NYS Regents Exams: Integrated Algebra or Common Core Aligned Algebra, Living Environment, Comprehensive English, Global History and Geography and US History and Government

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.	Each principal and the superintendent will meet to determine the locally selected measures with the superintendent having final approval of the baseline group. For the grades 5-8 principal's local measure, the Williamson CSD will be measuring growth using the NWEA Measures of Academic Progress for Math and ELA. The group will be all students in grades 5-8. A HEDI score will be awarded based on the overall percentage of the total projected growth met by the group. A 0-20 point HEDI score will be determined using the uploaded conversion chart with decimals being rounded to whole numbers prior to submission. In no case will rounding cause a principal to move to a higher HEDI category. A 0-15 point HEDI scale will be used when value-added is implemented. For grades 9-12 achievement will be measured. The group will be all high school students taking the identified Regents

	examinations. The grades 9-12 local HEDI score will be determined based on the overall percentage of students scoring proficient or higher on June Regents examinations in NYS Integrated Algebra Regents or Common Core Algebra 1 Assessment (whichever score is higher), Living Environment, Comprehensive English, Global History and Geography and US History and Government. The proficiency score is a score of 65 or higher on the Regents exams. A 0-20 point HEDI score will be determined using the uploaded conversion chart with decimals being rounded to whole numbers prior to submission. In no case will rounding cause a principal to move to a higher HEDI category. A 0-15 point HEDI scale will be used when value-added is implemented.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached chart.

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

(No response)

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

assets/survey-uploads/12190/523644-qBFVOWF7fC/8.1) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR PRINCIPALS WITH AN APPROVED VALUE-ADDED MEASURE (15 points)_1.pdf

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.
Note: Districts and BOCES may select one or more types of growth or achievement measures for each grade configuration. If you are using more than one type of local measure for the evaluation of principals in a given grade configuration, list that grade configuration multiple times. If more space is needed, duplicate this portion of the form and upload additional pages (below) as an attachment.

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

(a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
(b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
(c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
(d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
(e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
(f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	Measures of Academic Progress Math and ELA

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The superintendent and principal will meet to determine the locally selected measures with the superintendent giving final approval. For the grades K-4 principal's local measure, the Williamson CSD will be measuring growth using the NWEA Measures of Academic Progress. The group will consist of all students in grades 3 and 4. A HEDI score will be awarded based on the overall percentage of the total projected growth met by the group. A 0-20 point HEDI score will be determined using the uploaded conversion chart with decimals being rounded to whole numbers prior to submission. In no case will rounding cause a principal to move to a higher HEDI category.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of projected growth target (Rausch unit-RIT) exceeds expectations.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of projected growth target (Rausch unit-RIT) meets expectations.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of projected growth target (Rausch unit-RIT) is below expectations.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Percentage of projected growth target (Rausch unit-RIT) is well below expectations.

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

(No response)

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

assets/survey-uploads/12190/523644-T8MlGWUVm1/8.2) LOCALLY SELECTED MEASURES OF STUDENT ACHIEVEMENT FOR ALL OTHER PRINCIPALS (20 points).pdf

8.3) Locally Developed Controls

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

No controls.

8.4) Principals with More Than One Locally Selected Measure

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

When a principal has more than one measure, the HEDI score for each will be weighted proportionally by the number of students to determine one overall HEDI score for the principal. This applies to all principals with more than one measure. A 0-20 (or 0-15) point HEDI score will be determined using the uploaded conversion chart with decimals being rounded to whole numbers prior to submission. In no case will rounding cause a principal to move to a higher HEDI category.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013
Updated Wednesday, November 27, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Vanderbilt Assessment of Leadership in Education (VAL-ED)

(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 point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	35

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.	25

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

(No response)

9.3) Assurances -- Goals

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

9.3) Assurances -- Goals | Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric.	Checked
9.3) Assurances -- Goals | Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	Checked

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

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

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

All principals will be evaluated based on the Val-Ed Rubric for “Other Measures”. This will include a broad assessment of their principal leadership and management actions and their achievement on one or more ambitious, measurable goals.

Observations will include at least one announced and one unannounced visit conducted by the superintendent or other trained administrator.

APPR goals will be set collaboratively with each principal and the superintendent. One goal will address the principal’s contribution to improving teacher effectiveness while other goal(s) will address quantifiable and verifiable improvements in academic results or the school’s learning environment. The principal and superintendent will meet to determine the goals for the year and to identify each level of goal accomplishment. Goals will include two sources of evidence such as a document review and school visits.

Each of the standards will be evaluated on the Val-Ed Rubric. The final score from the Rubric will be determined by averaging standards scores from the multiple visits and achievement of goals together. This average will then be converted to a final HEDI score from 0-60. (Please see attachment) The rubric scores listed on the chart are the minimum scores necessary to achieve the corresponding HEDI point value. In no case will rounding cause a principal to move to a higher HEDI category.

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

assets/survey-uploads/12205/523645-pMADJ4gk6R/9.0 Principal Val-Ed 60 Point conversion and Scoring Summary Form.pdf

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

assigned.

Highly Effective: Overall performance and results exceed standards.	The principal has exceeded expectations on goals achievement and Val-Ed rating combined.
Effective: Overall performance and results meet standards.	The principal has met expectations on goals achievement and Val-Ed rating combined.
Developing: Overall performance and results need improvement in order to meet standards.	The principal is below expectations on goals achievement and Val-Ed rating combined.
Ineffective: Overall performance and results do not meet standards.	The principal is well below expectations on goals achievement and Val-Ed rating combined.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	36-53
Developing	21-35
Ineffective	0-20

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	1
By trained independent evaluator	0
Enter Total	3

Tenured Principals

By supervisor	2
By trained administrator	1
By trained independent evaluator	0
Enter Total	3

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013
Updated Thursday, October 17, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

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

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

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

Highly Effective	54-60
Effective	36-53
Developing	21-35
Ineffective	0-20

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

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

Overall Composite Score
Highly Effective
22-25

14-15
Ranges determined locally--see above
91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013
Updated Tuesday, December 10, 2013

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/145819-Df0w3Xx5v6/Microsoft Word - PIP plan.pdf

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

PROCEDURES FOR APPEALING AN ANNUAL PROFESSIONAL PERFORMANCE REVIEW

1.1 The following procedures are the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a tenured principal's annual professional performance review. The procedures contained herein are not available to probationary principals.

1.2 This procedure shall be in effect unless changed by the parties or until the requirement to have such a procedure under Education Law §3012-c is repealed by law, regulation or a valid ruling by a court or administrative agency with jurisdiction. Any revision made will be done in accordance with Education Law 3012-c.

(1) A principal who receives a rating of "ineffective" or "developing" may appeal his or her performance review. Ratings of "highly effective" or "effective" cannot be appealed.

(2) Appeals shall be limited to:

1. the substance of the annual professional performance review;

2. the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012 (c) of the Education Law;

3. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and

4. the school district's issuance and/or implementation of the terms of the principal's improvement plan.

(3) An appeal may not be filed until a final composite score has been compiled.

(4) Notice of a principal's appeal of their performance review must be physically received in the office of the Superintendent of Schools no later than ten (10) calendar days after the date when the principal receives his/her performance review. The failure to submit this notice within this time frame shall result in a waiver of the principal's right to appeal that performance review.

(5) Within ten (10) calendar days after the initial notice of the appeal is submitted to the Superintendent of Schools, the principal must submit, in writing (e-mail or other electronic submissions are not permitted), to the Superintendent or his/her designee, all documentation that is to be considered. This should include a copy of the performance review that is being appealed, a detailed description of the precise point(s) of disagreement over his or her performance review, along with any and all additional documents or written materials that he or she believes are relevant to the resolution of the appeal. This should include copies of any and all documents or information used to develop the performance review being appealed. Any such additional information not submitted at this time shall not be considered in the deliberations related to the resolution of the appeal.

(6) Under this appeals process the principal has the burden of proving a clear legal right to the relief requested and the burden of establishing the facts upon which he/she seeks relief. The burden of proof shall be by the preponderance of the credible evidence.

(7) The Superintendent will present a list of up to three possible administrators, who have had previous supervisory experience, for consideration to the principal. None of these administrators should have had any responsibility for in the evaluation of the principal who is appealing. From that list, the principal will choose one administrator. The Superintendent will contract with this administrator to consider the documents that have been submitted. This administrator will consider the documents submitted in making his/her decision.

(8) The administrator will issue a written decision on the merits of the appeal no later than thirty (30) calendar days from the date when the principal submitted the documentation to be considered.

(9) The decision of the administrator shall be final and an appeal shall be deemed completed upon the issuance of that decision.

(10) If the appeal is sustained, the original performance review shall be expunged and replaced with the performance review drafted by the administrator. This performance review may not be reviewed or appealed under this procedure.

(11) The principal's failure to comply with the requirements of this procedures shall result in a waiver and/or denial of the appeal.

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

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

All principal evaluators will be trained in the Val-Ed rubric. This rubric is based on the ISLLC standards. Principal evaluators will participate in training provided by the network team on an ongoing basis. All evaluators will complete training in all nine required components prior to conducting a formal evaluation and being certified by the Board of Education.

All administrators in the district responsible for observing and evaluating principals will participate in training sessions provided by the Network Team Equivalent trainers as well as other training sessions designed to sharpen observation skills, review criteria to be evaluated and methods of evaluation in accordance with the State Education Department's requirements. This training will continue throughout each school year. Training will take approximately 20 hours.

All administrators responsible for observing and evaluating principals will be re-certified annually after going through a district calibration process. This process will include tests of inter-rater reliability. Once this annual process has been completed, the Board will annually re-certify all administrators involved in the evaluation process.

11.5) Assurances -- Evaluators

Please check the boxes below:

- Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Wednesday, June 26, 2013
Updated Thursday, January 09, 2014

Page 1

12.1)Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

assets/survey-uploads/12158/550369-3Uqgn5g9Iu/Williamson Certification Form with Signatures.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.

20 Point SLO Conversion Chart for Classes of More than 15

Students Meeting Growth Target	
% Meeting Growth Target	20 Point Conversion
Ineffective	
<30	0
30-34	1
35-39	1.5
40-44	2
45-49	2.4
Developing	
50	3
51	3.6
52	4.2
53	4.8
54	5.4
55	6
56	6.6
57	7.2
58	7.8
59	8.4
Effective	
60-63	9
64-67	9.9
68-71	10.8
72-75	11.7
76-79	12.6
80-83	13.5
84-87	14.4
88-91	15.3
92-93	16.2
94	17.1
Highly Effective	
95	18
96	18.4
97	18.8
98	19.2
99	19.6
100	20

20 Point SLO Conversion for Classes of 15 or Fewer

For classes of 15 or fewer, the following conversion process will apply:

1. **Student performance on baseline measure(s) will classified into different levels of performance:**
    a. Score of 0-30 = Level 1
    b. Score of 31-64 = Level 2
    c. Score of 65-80 = Level 3
    d. Score of 81+ = Level 4

2. **Expected growth will be defined for each level of performance through definition of ending levels of performance:**
    a. Score of 0-30 = Level 1 (Does not meet target)
    b. Score of 31-64 = Level 2 (Approaches target)
    c. Score of 65-80 = Level 3 (Meets target)
    d. Score of 81+ = Level 4 (Exceeds target)

3. **Points earned by the teacher will be based on the growth that students make over the course of the year as illustrated by this chart:**

	End Level 1	End Level 2	End Level 3	End Level 4
Start Level 1	0	1	2	3
Start Level 2	0	.5	2	3
Start Level 3	0	0	1.5	3
Start Level 4	0	0	1	2

*numbers seen within the table reflect points earned for each level of summative performance

Each student will be assigned a point value based on this chart and an average of all of the point values will be computed.

4. **The amount of growth equated to each HEDI rating is identified and the 20 point scale reflects the levels identified:**

Rating	Highly Effective	Effective	Developing	Ineffective
Average Points	2.5-3.0	.91-2.4	.60-.90	0-.59

5. **HEDI points will be assigned based on the average points earned by the teacher on the SLO. The Average Points Earned column reflects the minimum score necessary to achieve each point on the chart.**

Students Meeting Growth Target	
Average Points Earned	20 Point Conversion
Ineffective	
0-.19	0
.20-.39	1
.40-.59	2
Developing	
.60-.65	3
.66-.69	4
.70-.75	5
.76-.79	6
.80-.85	7
.86-.90	8
Effective	
.91-.94	9
.95-1.0	10
1.1-1.2	11
1.3-1.4	12
1.5-1.6	13
1.7-1.8	14
1.9-2.0	15
2.1-2.2	16
2.3-2.4	17
Highly Effective	
2.5-2.6	18
2.7-2.8	19
2.9-3.0	20

20 Point Conversion Chart for Local Measures

Students Meet or Exceed Growth Target	
Overall % Meet/Exceed Growth Target	20 Point Conversion
Ineffective	
<20	0
20-25	1
26-29	1.4
30-35	2
36-39	2.4
Developing	
40	3
41	3.4
42	4
43	4.4
44	5
45	5.4
46	6
47	7
48	8
49	8.4
Effective	
50-53	9
54-57	9.4
58-61	10
62-65	11
66-69	12
70-73	13
74-77	14
78-81	15
82-84	16
85	17
Highly Effective	
86	18
87-88	18.2
89-90	18.4
91-93	19
94-97	19.5
98-100	20

15 Point Conversion Chart for Local Measures

Students Meet or Exceed Growth Target	
Overall % Meet/Exceed Growth Target	15 Point Conversion
Ineffective	
<20	0
20-24	0.4
25-29	1.0
30-35	1.4
36-39	2.0
Developing	
40	3.0
41	3.2
42	3.4
43	4.0
44	4.4
45	5.0
46	5.4
47	6.0
48	6.4
49	7.0
Effective	
50-53	8.0
54-57	8.4
58-61	9.0
62-65	9.4
66-69	10.0
70-73	10.4
74-77	11.0
78-81	11.4
82-84	12.0
85	13.0
Highly Effective	
86	14.0
87-88	14.2
89-90	14.4
91-93	14.6
94-97	14.8
98-100	15.0

20 Point Local Measures – Five Regents Exams

Weighted Average Percents of 5 Regents Exams	Conversion to 20 points
Ineffective	
<40	0
40-49	1
50-54	2
Developing	
55-56	3
57-58	4
59-60	5
61-62	6
63	7
64	8
Effective	
65-67	9
68-70	10
71-73	11
74-76	12
77-79	13
80-81	14
82	15
83	16
84	17
Highly Effective	
85-90	18
91-95	19
97-100	20

20 Point Local Measure Conversion Charts for MAPS Average of Reading and Math

Students Meet or Exceed Growth Target	
Overall % Meet/Exceed Growth Target	20 Point Conversion
Ineffective	
<20	0
20-25	1
26-29	1.4
30-35	2
36-39	2.4
Developing	
40	3
41	3.4
42	4
43	4.4
44	5
45	5.4
46	6
47	7
48	8
49	8.4
Effective	
50-53	9
54-57	9.4
58-61	10
62-65	11
66-69	12
70-73	13
74-77	14
78-81	15
82-84	16
85	17
Highly Effective	
86	18
87-88	18.2
89-90	18.4
91-93	19
94-97	19.5
98-100	20

Annual Professional Practice Review For Tenured Teachers

Teacher's Name:
NAME GOES HERE
Employee ID #:
ID GOES HERE

Position/Class:
CLASS GOES HERE
Observed by:
NAME GOES HERE

Evidence Based Observation #1

	Highly Effective (HE)	Effective (E)	Developing (D)	Ineffective (I)
I. PLANNING AND PREPARATION	HE (4)	E (3)	D (2)	I (1)
A. Knowledge of Content and Pedagogy				
B. Knowledge of Students				
C. Setting Instructional Outcomes				
D. Knowledge of Resources				
E. Designing Coherent Instruction				
F. Designing Student Assessments				
II. LEARNING ENVIRONMENT				
A. Creates an environment of respect and rapport				
B. Establishing a Culture for Learning				
C. Managing Classroom Procedures				
D. Managing Student Behavior				
E. Organizing Physical Space				
III. INSTRUCTIONAL PRACTICE				
A. Communicating with Students				
B. Using Questioning and Discussion Techniques				
C. Engaging Students in Learning				
D. Using Assessment in Instruction				
E. Demonstrating Flexibility and Responsiveness				
IV. PROFESSIONAL RESPONSIBILITIES & GROWTH				
A. Reflecting on Teaching				
Average Total Points/17	0	0	0	0

COMMENTS (REQUIRED FOR EACH CATEGORY)

COMMENTS:

COMMENTS:

COMMENTS:

COMMENTS:

0

Annual Professional Practice Review For Tenured Teachers

Teacher's Name:
NAME GOES HERE
Employee ID #:
ID GOES HERE

Position/Class:
CLASS GOES HERE
Observed by:
NAME GOES HERE

Evidence Based Observation #2

	Highly Effective (HE)	Effective (E)	Developing (D)	Ineffective (I)
I. PLANNING AND PREPARATION	HE (4)	E (3)	D (2)	I (1)
A. Knowledge of Content and Pedagogy				
B. Knowledge of Students				
C. Setting Instructional Outcomes				
D. Knowledge of Resources				
E. Designing Coherent Instruction				
F. Designing Student Assessments				
II. LEARNING ENVIRONMENT				
A. Creates an environment of respect and rapport				
B. Establishing a Culture for Learning				
C. Managing Classroom Procedures				
D. Managing Student Behavior				
E. Organizing Physical Space				
III. INSTRUCTIONAL PRACTICE				
A. Communicating with Students				
B. Using Questioning and Discussion Techniques				
C. Engaging Students in Learning				
D. Using Assessment in Instruction				
E. Demonstrating Flexibility and Responsiveness				
IV. PROFESSIONAL RESPONSIBILITIES & GROWTH				
A. Reflecting on Teaching				
Average Total Points/17	0	0	0	0

COMMENTS (REQUIRED FOR EACH CATEGORY)

COMMENTS:

COMMENTS:

COMMENTS:

COMMENTS:

0

Annual Professional Practice Review For Tenured Teachers

	Highly Effective (HE)	Effective (E)	Developing (D)	Ineffective (I)	*Teacher's Name:* NAME GOES HERE *Employee ID #:* ID GOES HERE
Lesson Plan Review					*COMMENTS (REQUIRED FOR EACH CATEGORY)*
I. PLANNING AND PREPARATION	HE (4)	E (3)	D (2)	I (1)	COMMENTS:
A. Knowledge of Content and Pedagogy					
B. Knowledge of Students					
C. Setting Instructional Outcomes					
D. Knowledge of Resources					
E. Designing Coherent Instruction					
F. Designing Student Assessments					
IV. PROFESSIONAL RESPONSIBILITIES & GROWTH					COMMENTS:
A. Reflecting on Teaching					
Average Total Points/7	0	0	0	0	0

Annual Professional Practice Review For Tenured Teachers

Teacher's Name: NAME GOES HERE *Employee ID #: ID GOES HERE*

TOTAL FROM ABOVE FOUR SECTIONS	EVIDENCE BASED Observation #1 x .30	EVIDENCE BASED Observation #2 x .30	LESSON PLAN REVIEW x .40		TOTAL	CONVERTED SCORE
	0	0	0		0	#N/A

OVERALL SUMMARY RATING OF OTHER MEASURES	Highly Effective	Effective	Developing	Ineffective	OVERALL SUMMARY RATING OF OTHER MEASURES

SCORES	State Assessment Score (20)	Local Assessment Score (20)	Other Measures (60)	Total (100)	SCORES
			#N/A	#N/A	

Overall Composite Score Bands	Teacher Composite Score	Teacher Composite Rating
91-100	#N/A	Highly Effective
75-90		Effective
65-74		Developing
0-64		Ineffective

Annual Professional Practice Review For Non-Tenured Teachers

Teacher's Name:
NAME GOES HERE
Employee ID #:
ID GOES HERE

Position/Class:
CLASS GOES HERE
Observed by:
NAME GOES HERE

Evidence Based Observation #1

	Highly Effective (HE)	Effective (E)	Developing (D)	Ineffective (I)	*COMMENTS (REQUIRED FOR EACH CATEGORY)*
I. PLANNING AND PREPARATION	HE (4)	E (3)	D (2)	I (1)	COMMENTS:
A. Knowledge of Content and Pedagogy					
B. Knowledge of Students					
C. Setting Instructional Outcomes					
D. Knowledge of Resources					
E. Designing Coherent Instruction					
F. Designing Student Assessments					
II. LEARNING ENVIRONMENT					COMMENTS:
A. Creates an environment of respect and rapport					
B. Establishing a Culture for Learning					
C. Managing Classroom Procedures					
D. Managing Student Behavior					
E. Organizing Physical Space					
III. INSTRUCTIONAL PRACTICE					COMMENTS:
A. Communicating with Students					
B. Using Questioning and Discussion Techniques					
C. Engaging Students in Learning					
D. Using Assessment in Instruction					
E. Demonstrating Flexibility and Responsiveness					
IV. PROFESSIONAL RESPONSIBILITIES & GROWTH					COMMENTS:
A. Reflecting on Teaching					
Average Total Points/17	0	0	0	0	0

Annual Professional Practice Review For Non-Tenured Teachers

Teacher's Name:
NAME GOES HERE
Employee ID #:
ID GOES HERE

Position/Class:
CLASS GOES HERE
Observed by:
NAME GOES HERE

Evidence Based Observation #2

	Highly Effective (HE)	Effective (E)	Developing (D)	Ineffective (I)	*COMMENTS (REQUIRED FOR EACH CATEGORY)*
I. PLANNING AND PREPARATION	HE (4)	E (3)	D (2)	I (1)	
A. Knowledge of Content and Pedagogy					
B. Knowledge of Students					
C. Setting Instructional Outcomes					
D. Knowledge of Resources					COMMENTS:
E. Designing Coherent Instruction					
F. Designing Student Assessments					
II. LEARNING ENVIRONMENT					COMMENTS:
A. Creates an environment of respect and rapport					
B. Establishing a Culture for Learning					
C. Managing Classroom Procedures					
D. Managing Student Behavior					
E. Organizing Physical Space					
III. INSTRUCTIONAL PRACTICE					COMMENTS:
A. Communicating with Students					
B. Using Questioning and Discussion Techniques					
C. Engaging Students in Learning					
D. Using Assessment in Instruction					
E. Demonstrating Flexibility and Responsiveness					
IV. PROFESSIONAL RESPONSIBILITIES & GROWTH					COMMENTS:
A. Reflecting on Teaching					
Average Total Points/17	0	0	0	0	0

Annual Professional Practice Review For Non-Tenured Teachers

Teacher's Name:
NAME GOES HERE
Employee ID #:
ID GOES HERE

Position/Class:
CLASS GOES HERE
Observed by:
NAME GOES HERE

Evidence Based Observation #3

	Highly Effective (HE)	Effective (E)	Developing (D)	Ineffective (I)	
I. PLANNING AND PREPARATION	HE (4)	E (3)	D (2)	I (1)	
A. Knowledge of Content and Pedagogy					
B. Knowledge of Students					
C. Setting Instructional Outcomes					*COMMENTS (REQUIRED FOR EACH CATEGORY)*
D. Knowledge of Resources					COMMENTS:
E. Designing Coherent Instruction					
F. Designing Student Assessments					
II. LEARNING ENVIRONMENT					COMMENTS:
A. Creates an environment of respect and rapport					
B. Establishing a Culture for Learning					
C. Managing Classroom Procedures					
D. Managing Student Behavior					
E. Organizing Physical Space					
III. INSTRUCTIONAL PRACTICE					COMMENTS:
A. Communicating with Students					
B. Using Questioning and Discussion Techniques					
C. Engaging Students in Learning					
D. Using Assessment in Instruction					
E. Demonstrating Flexibility and Responsiveness					
IV. PROFESSIONAL RESPONSIBILITIES & GROWTH					COMMENTS:
A. Reflecting on Teaching					
Average Total Points/17	0	0	0	0	0

Annual Professional Practice Review For Non-Tenured Teachers

	Highly Effective (HE)	Effective (E)	Developing (D)	Ineffective (I)	*Teacher's Name:* NAME GOES HERE *Employee ID #:* ID GOES HERE
Lesson Plan Review					*COMMENTS (REQUIRED FOR EACH CATEGORY)*
I. PLANNING AND PREPARATION	HE (4)	E (3)	D (2)	I (1)	COMMENTS:
A. Knowledge of Content and Pedagogy					
B. Knowledge of Students					
C. Setting Instructional Outcomes					
D. Knowledge of Resources					
E. Designing Coherent Instruction					
F. Designing Student Assessments					
IV. PROFESSIONAL RESPONSIBILITIES & GROWTH					COMMENTS:
A. Reflecting on Teaching					
Average Total Points/7	0	0	0	0	0

Annual Professional Practice Review For Non-Tenured Teachers

Teacher's Name: NAME GOES HERE *Employee ID #: ID GOES HERE*

TOTAL FROM ABOVE FOUR SECTIONS	EVIDENCE BASED Observation #1 x .20	EVIDENCE BASED Observation #2 x .20	EVIDENCE BASED Observation #3 x .20	LESSON PLAN REVIEW x .40	TOTAL	CONVERTED SCORE
	0	0	0	0	0	#N/A

OVERALL SUMMARY RATING OF OTHER MEASURES	Highly Effective	Effective	Developing	Ineffective	OVERALL SUMMARY RATING OF OTHER MEASURES

SCORES	State Assessment Score (20)	Local Assessment Score (20)	Other Measures (60)	Total (100)	SCORES
			#N/A	#N/A	

Overall Composite Score Bands	Teacher Composite Score	Teacher Composite Rating
91-100	#N/A	Highly Effective
75-90		Effective
65-74		Developing
0-64		Ineffective

Rubric Score to Sub-Component Conversion Chart

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

1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
Developing 50 – 56		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
Effective 57 – 58		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.1
3.2		58.2
3.3		58.3
3.4		58.4
Highly Effective 59 – 60		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Williamson Central School District
Teacher Improvement Plan

Teacher _____ Grade/Subject _____

Administrator _____ Plan Start Date _____

Area(s) in Need of Improvement:

Danielson Domain and Component(s)	**Describe the specific area of difficulty**	**Describe how addressing these components will improve student learning**

List the Methods/Strategies that will be used to reach each goal:

Strategy	Responsible Individual(s)	Evidence of Completion	Due Date	Date Completed

Resources/Support Needed:

List progress indicators and observation dates:

Indicator	Responsible Individual(s)	Evidence of Completion	Date Observed
Formal Observations Informal Observations			

Review Dates:

Administrator's Comments:

Recommendation based on outcome of Improvement Plan:

- ☐ Sufficient improvement has been achieved: The teacher is no longer on an improvement plan.
- ☐ Some improvement has been achieved but more improvement is needed: The teacher remains on an Improvement Plan.
- ☐ Little or no improvement has been achieved: Other action is recommended at this time.

Administrator Signature/Date Completed _____

Teacher Signature/Date Completed _____

20 Point SLO Conversion Chart – Principal

Students Meeting Growth Target	
% Meeting Growth Target	20 Point Conversion
Ineffective	
<30	0
30-34	1
35-39	1.5
40-44	2
45-49	2.4
Developing	
50	3
51	3.6
52	4.2
53	4.8
54	5.4
55	6
56	6.6
57	7.2
58	7.8
59	8.4
Effective	
60-63	9
64-67	9.9
68-71	10.8
72-75	11.7
76-79	12.6
80-83	13.5
84-87	14.4
88-91	15.3
92-93	16.2
94	17.1
Highly Effective	
95	18
96	18.4
97	18.8
98	19.2
99	19.6
100	20

20 Point SLO Conversion Chart – Principal

Students Meeting Growth Target	
% Meeting Growth Target	20 Point Conversion
Ineffective	
<30	0
30-34	1
35-39	1.5
40-44	2
45-49	2.4
Developing	
50	3
51	3.6
52	4.2
53	4.8
54	5.4
55	6
56	6.6
57	7.2
58	7.8
59	8.4
Effective	
60-63	9
64-67	9.9
68-71	10.8
72-75	11.7
76-79	12.6
80-83	13.5
84-87	14.4
88-91	15.3
92-93	16.2
94	17.1
Highly Effective	
95	18
96	18.4
97	18.8
98	19.2
99	19.6
100	20

15 Point Conversion Chart for Local Measures

Students Meet or Exceed Target	
Overall % Meet/Exceed Target	15 Point Conversion
Ineffective	
<20	0
20-24	0.4
25-29	1.0
30-35	1.4
36-39	2.0
Developing	
40	3.0
41	3.2
42	3.4
43	4.0
44	4.4
45	5.0
46	5.4
47	6.0
48	6.4
49	7.0
Effective	
50-53	8.0
54-57	8.4
58-61	9.0
62-65	9.4
66-69	10.0
70-73	10.4
74-77	11.0
78-81	11.4
82-84	12.0
85	13.0
Highly Effective	
86	14.0
87-88	14.2
89-90	14.4
91-93	14.6
94-97	14.8
98-100	15.0

20 Point SLO Conversion Chart – Principal

Students Meeting Growth Target	
% Meeting Growth Target	20 Point Conversion
Ineffective	
<30	0
30-34	1
35-39	1.5
40-44	2
45-49	2.4
Developing	
50	3
51	3.6
52	4.2
53	4.8
54	5.4
55	6
56	6.6
57	7.2
58	7.8
59	8.4
Effective	
60-63	9
64-67	9.9
68-71	10.8
72-75	11.7
76-79	12.6
80-83	13.5
84-87	14.4
88-91	15.3
92-93	16.2
94	17.1
Highly Effective	
95	18
96	18.4
97	18.8
98	19.2
99	19.6
100	20

Rubric Score to 60 Point Conversion Chart for Principals

Total Average Val-Ed Rubric Score	Conversion to 60 Points
Below Basic Level	
1.0	0
1.1	1
1.2	2
1.3-1.4	3
1.5	4
1.6	5
1.7	6
1.8	7
1.9	8
2.0	9
2.1	10
2.2-2.3	11
2.4	12
2.5	13
2.6	14
2.7	15
2.8	16
2.9	17
3.0	18
3.1	19
3.2-3.28	20
Basic Level	
3.29	21
3.30-3.31	22
3.32-3.33	23
3.34-3.35	24
3.36-3.38	25
3.39-3.40	26
3.41-3.42	27
3.43-3.44	28
3.45-3.46	29
3.47-3.48	30
3.49-3.50	31
3.51-3.53	32
3.54-3.55	33
3.56-3.57	34
3.58-3.59	35
Proficient Level	
3.60-3.61	36
3.62	37
3.63	38
3.64-3.65	39
3.66-3.67	40

Total Average Val-Ed Rubric Score	Conversion to 60 Points
3.68-3.69	41
3.70-3.71	42
3.72	43
3.73-3.74	44
3.75-3.76	45
3.77-3.78	46
3.79	47
3.80-3.81	48
3.82-3.83	49
3.84-3.85	50
3.86	51
3.87-3.88	52
3.89-3.99	53
Distinguished Level	
4.00-4.12	54
4.13-4.25	55
4.26-4.38	56
4.39-4.51	57
4.52-4.64	58
4.65-4.77	59
4.78-5.0	60

Annual Professional Practice Review For Principals

Val-Ed Survey Results	Val-Ed Score_____ Conversion Score_____	Principal's Name:_____ Employee ID #_____ Position:_____ Location:_____

OTHER MEASURES- VAL- ED (CIRCLE ONE) 60 POINTS

Level	Val-ED Score-Terminology	Score Range
Ineffective	1.0 – 3.28 – Below Basic Level	0-20
Developing	3.29 – 3.59 – Basic Level	21-35
Effective	3.60 – 3.99 – Proficient Level	36-53
Highly Effective	4.00 – 5.00 – Distinguished Level	54-60

OVERALL SUMMARY RATING OF OTHER MEASURES (CIRCLE ONE)

Highly Effective	*Effective*	*Developing*	*Ineffective*
54-60	*36-53*	*21-35*	*0-20*

OVERALL COMPOSITE SCORE

State Assessment Score (20)	Local Assessment Score (20)	Other Measures (60)	Composite Score

Overall Composite Score Bands	Principal Composite Score	Principal Composite Rating
0-64		Ineffective
65-74 Developing		
75-90 Effective		
91-100 Highly		Effective

For Non-Tenured Principals:

_____You are making acceptable progress.

_____You are not making adequate progress during the upcoming school year, a plan for improvement will be developed to address these concerns.

_____Your progress is unacceptable. Your probationary period will not be extended into the next school year.

For Tenured Principals:

_____You are making acceptable progress.

_____You are not making adequate progress during the upcoming school year, a plan for improvement will be developed to address these concerns.

Signature of Superintendent_____Date_____

Signature of Principal _____Date_____

I _____ Agree or _____ Do Not Agree with this review.

Williamson Central School District
Principal Improvement Plan

Principal _____ Building _____

Supervisor _____ Plan Start Date _____

Area(s) in Need of Improvement:

Val-Ed Component	Describe the specific area of difficulty	Describe how addressing these components will improve principal's performance

List the Methods/Strategies that will be used to reach each goal:

Strategy	Responsible Individual(s)	Evidence of Completion	Due Date	Date Completed

Resources/Support Needed:

List progress indicators and observation dates:

Indicator	Responsible Individual(s)	Evidence of Completion	Date Observed
Formal Observations Informal Observations			

Review Dates:

Supervisor's Comments:

Recommendation based on outcome of Improvement Plan:

- ☐ Sufficient improvement has been achieved: The principal is no longer on an improvement plan.
- ☐ Some improvement has been achieved but more improvement is needed: The principal remains on an Improvement Plan.
- ☐ Little or no improvement has been achieved: Other action is recommended at this time.

Supervisor's Signature/Date Completed _____

Principal's Signature/Date Completed _____

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

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

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

12/20/13

Teachers Union President Signature: Date:

1/6/14

Administrative Union President Signature: Date:

NA

Board of Education President Signature: Date:

1/8/2014