



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
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November 30, 2012

Dr. Michael Wendt, Superintendent
Wilson Central School District
412 Lake Street
Wilson, NY 14172

Dear Superintendent Wendt:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Clark Godshall

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

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

Annual Professional Performance Reviews: 2012-13

Created Friday, May 11, 2012

Updated Thursday, October 11, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 401501060000

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

401501060000

1.2) School District Name: WILSON CSD

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

WILSON CSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Friday, May 11, 2012

Updated Monday, November 26, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMSWeb
1	District, regional, or BOCES-developed assessment	Wilson CSD Developed first grade ELA assessment
2	District, regional, or BOCES-developed assessment	Wilson CSD Developed second grade ELA assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will create an SLO with pre and post assessment measures in ELA which will be approved by principals. The pre- and post-test results will be used to calculate each student's success on his/her growth goal. Based on the number of students who meet their growth goals, the teacher will calculate an average of success on the students' growth goals. Points are assigned based on the percent of students who meet their SLO growth goals by the end of the school year.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 pts= 100-91% meeting the goal 19 pts= 90-86% meeting the goal 18 pts= 85-81% meeting the goal
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 pts= 80-79% meeting the goal 16 pts= 78-77% meeting the goal 15 pts= 76-75% meeting the goal 14 pts= 74-73% meeting the goal 13 pts= 72-71% meeting the goal 12 pts= 70-69% meeting the goal 11 pts= 68-67% meeting the goal 10 pts= 66-64% meeting the goal 9 pts= 63-61% meeting the goal
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 pts= 60-58% meeting the goal 7 pts= 57-55% meeting the goal 6 pts= 54-52% meeting the goal 5 pts= 51-49% meeting the goal 4 pts= 48-45% meeting the goal 3 pts= 44-41% meeting the goal
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 pts= 40-28% meeting the goal 1 pt= 27-15% meeting the goal 0 pts= 14-0% meeting the goal

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Wilson CSD Developed kindergarten math assessment
1	District, regional, or BOCES-developed assessment	Wilson CSD Developed first grade math assessment
2	District, regional, or BOCES-developed assessment	Wilson CSD Developed second grade math assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will create an SLO with pre and post assessment measures in math which will be approved by principals. The pre- and post-test results will be used to calculate each student's success on his/her growth goal. Based on the number of students who achieved their growth goals, the teacher will calculate an average of success on the students' growth goals. Points are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	20 pts= 100-91% meeting the goal 19 pts= 90-86% meeting the goal 18 pts= 85-81% meeting the goal
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	17 pts= 80-79% meeting the goal 16 pts= 78-77% meeting the goal 15 pts= 76-75% meeting the goal 14 pts= 74-73% meeting the goal 13 pts= 72-71% meeting the goal 12 pts= 70-69% meeting the goal 11 pts= 68-67% meeting the goal 10 pts= 66-64% meeting the goal 9 pts= 63-61% meeting the goal
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	8 pts= 60-58% meeting the goal 7 pts= 57-55% meeting the goal 6 pts= 54-52% meeting the goal 5 pts= 51-49% meeting the goal 4 pts= 48-45% meeting the goal 3 pts= 44-41% meeting the goal
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	2 pts= 40-28% meeting the goal 1 pt= 27-15% meeting the goal 0 pts= 14-0% meeting the goal

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	Wilson CSD Developed sixth grade science assessment
7	District, regional or BOCES-developed assessment	Wilson CSD Developed seventh grade science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Teachers will create an SLO with pre and post assessment measures in science which will be approved
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>by principals. The pre- and post-test results will be used to calculate each student's success on his/her growth goal. Based on the number of students who achieved their growth goals, the teacher will calculate an average of success on the students' growth goals. Points are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>20 pts= 100-91% meeting the goal 19 pts= 90-86% meeting the goal 18 pts= 85-81% meeting the goal</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>17 pts= 80-79% meeting the goal 16 pts= 78-77% meeting the goal 15 pts= 76-75% meeting the goal 14 pts= 74-73% meeting the goal 13 pts= 72-71% meeting the goal 12 pts= 70-69% meeting the goal 11 pts= 68-67% meeting the goal 10 pts= 66-64% meeting the goal 9 pts= 63-61% meeting the goal</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>8 pts= 60-58% meeting the goal 7 pts= 57-55% meeting the goal 6 pts= 54-52% meeting the goal 5 pts= 51-49% meeting the goal 4 pts= 48-45% meeting the goal 3 pts= 44-41% meeting the goal</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>2 pts= 40-28% meeting the goal 1 pt= 27-15% meeting the goal 0 pts= 14-0% meeting the goal</p>

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	Wilson CSD Developed sixth grade social studies assessment
7	District, regional or BOCES-developed assessment	Wilson CSD Developed seventh grade social studies assessment
8	District, regional or BOCES-developed assessment	Wilson CSD Developed eighth grade social studies assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Teachers will create an SLO with pre and post assessment measures in social studies which will be approved by principals. The pre- and post-test results will be used to calculate each student's success on his/her growth goal. Based on the number of students who achieved their growth goals, the teacher will calculate an average of success on the students' growth goals. Points</p>
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	are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 pts= 100-91% meeting the goal 19 pts= 90-86% meeting the goal 18 pts= 85-81% meeting the goal
Effective (9 - 17 points) Results meet District goals for similar students.	17 pts= 80-79% meeting the goal 16 pts= 78-77% meeting the goal 15 pts= 76-75% meeting the goal 14 pts= 74-73% meeting the goal 13 pts= 72-71% meeting the goal 12 pts= 70-69% meeting the goal 11 pts= 68-67% meeting the goal 10 pts= 66-64% meeting the goal 9 pts= 63-61% meeting the goal
Developing (3 - 8 points) Results are below District goals for similar students.	8 pts= 60-58% meeting the goal 7 pts= 57-55% meeting the goal 6 pts= 54-52% meeting the goal 5 pts= 51-49% meeting the goal 4 pts= 48-45% meeting the goal 3 pts= 44-41% meeting the goal
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 pts= 40-28% meeting the goal 1 pt= 27-15% meeting the goal 0 pts= 14-0% meeting the goal

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	Wilson CSD Developed Global 1 Studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will create an SLO with pre and post assessment measures in social studies which will be approved by principals. The pre- and post-test results will be used to calculate each student's success on his/her growth goal. Based on the number of students who
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achieved their growth goals, the teacher will calculate an average of success on the students' growth goals. Points are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year.

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

20 pts= 100-91% meeting the goal
 19 pts= 90-86% meeting the goal
 18 pts= 85-81% meeting the goal

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

17 pts= 80-79% meeting the goal
 16 pts= 78-77% meeting the goal
 15 pts= 76-75% meeting the goal
 14 pts= 74-73% meeting the goal
 13 pts= 72-71% meeting the goal
 12 pts= 70-69% meeting the goal
 11 pts= 68-67% meeting the goal
 10 pts= 66-64% meeting the goal
 9 pts= 63-61% meeting the goal

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

8 pts= 60-58% meeting the goal
 7 pts= 57-55% meeting the goal
 6 pts= 54-52% meeting the goal
 5 pts= 51-49% meeting the goal
 4 pts= 48-45% meeting the goal
 3 pts= 44-41% meeting the goal

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

2 pts= 40-28% meeting the goal
 1 pt= 27-15% meeting the goal
 0 pts= 14-0% meeting the goal

2.7) High School Science Regents Courses

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

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

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

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

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

Teachers will create an SLO with pre and post assessment measures in Living Environment, Earth Science, Chemistry, or Physics which will be approved by principals. The pre- and post-test results will be used to calculate each student's success on his/her growth goal. Based on the number of students who achieved their growth goals, the teacher will calculate an average of

	success on the students' growth goals. Points are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 pts= 100-91% meeting the goal 19 pts= 90-86% meeting the goal 18 pts= 85-81% meeting the goal
Effective (9 - 17 points) Results meet District goals for similar students.	17 pts= 80-79% meeting the goal 16 pts= 78-77% meeting the goal 15 pts= 76-75% meeting the goal 14 pts= 74-73% meeting the goal 13 pts= 72-71% meeting the goal 12 pts= 70-69% meeting the goal 11 pts= 68-67% meeting the goal 10 pts= 66-64% meeting the goal 9 pts= 63-61% meeting the goal
Developing (3 - 8 points) Results are below District goals for similar students.	8 pts= 60-58% meeting the goal 7 pts= 57-55% meeting the goal 6 pts= 54-52% meeting the goal 5 pts= 51-49% meeting the goal 4 pts= 48-45% meeting the goal 3 pts= 44-41% meeting the goal
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 pts= 40-28% meeting the goal 1 pt= 27-15% meeting the goal 0 pts= 14-0% meeting the goal

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will create an SLO with pre and post assessment measures in Algebra 1, Geometry, or Algebra 2 which will be approved by principals. The pre- and post-test results will be used to calculate each student's success on his/her growth goal. Based on the number of students who achieved their growth goals, the teacher will calculate an average of success on the students' growth goals. Points are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 pts= 100-91% meeting the goal 19 pts= 90-86% meeting the goal 18 pts= 85-81% meeting the goal
Effective (9 - 17 points) Results meet District goals for similar students.	17 pts= 80-79% meeting the goal 16 pts= 78-77% meeting the goal 15 pts= 76-75% meeting the goal 14 pts= 74-73% meeting the goal 13 pts= 72-71% meeting the goal 12 pts= 70-69% meeting the goal 11 pts= 68-67% meeting the goal 10 pts= 66-64% meeting the goal 9 pts= 63-61% meeting the goal
Developing (3 - 8 points) Results are below District goals for similar students.	8 pts= 60-58% meeting the goal 7 pts= 57-55% meeting the goal 6 pts= 54-52% meeting the goal 5 pts= 51-49% meeting the goal 4 pts= 48-45% meeting the goal 3 pts= 44-41% meeting the goal
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 pts= 40-28% meeting the goal 1 pt= 27-15% meeting the goal 0 pts= 14-0% meeting the goal

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	Wilson CSD Developed grade 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Wilson CSD Developed grade 10 ELA assessment
Grade 11 ELA	Regents assessment	Regents Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers will create an SLO with pre and post assessment measures in Grade 9 ELA, Grade 10 ELA, or Grade 11 ELA which will be approved by principals. The pre- and post-test results will be used to calculate each student's success on his/her growth goal. Based on the number of students who achieved their growth goals, the teacher will calculate an average of success on the students' growth goals. Points are assigned based on the percent of students who achieved their SLO growth goals by the end of the school year.
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	achieved their SLO growth goals by the end of the school year.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	20 pts= 100-91% meeting the goal 19 pts= 90-86% meeting the goal 18 pts= 85-81% meeting the goal
Effective (9 - 17 points) Results meet District goals for similar students.	17 pts= 80-79% meeting the goal 16 pts= 78-77% meeting the goal 15 pts= 76-75% meeting the goal 14 pts= 74-73% meeting the goal 13 pts= 72-71% meeting the goal 12 pts= 70-69% meeting the goal 11 pts= 68-67% meeting the goal 10 pts= 66-64% meeting the goal 9 pts= 63-61% meeting the goal
Developing (3 - 8 points) Results are below District goals for similar students.	8 pts= 60-58% meeting the goal 7 pts= 57-55% meeting the goal 6 pts= 54-52% meeting the goal 5 pts= 51-49% meeting the goal 4 pts= 48-45% meeting the goal 3 pts= 44-41% meeting the goal
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	2 pts= 40-28% meeting the goal 1 pt= 27-15% meeting the goal 0 pts= 14-0% meeting the goal

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/128537-TXEttx9bQW/WCS HEDI Bands FINAL.docx

2.12) Locally Developed Controls

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

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

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://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Friday, June 01, 2012

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Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Grades 3, 4 and 5 ELA and Math Assessments and grade 4 Science Assessment
5	6(ii) School wide measure computed locally	Grades 3, 4 and 5 ELA and Math Assessments and grade 4 Science Assessment

6	6(ii) School wide measure computed locally	Grades 6, 7 and 8 ELA and Math Assessments and grade 8 Science Assessment
7	6(ii) School wide measure computed locally	Grades 6, 7 and 8 ELA and Math Assessments and grade 8 Science Assessment
8	6(ii) School wide measure computed locally	Grades 6, 7 and 8 ELA and Math Assessments and grade 8 Science Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Please see upload in 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 pts= 20- 19.1 on Student Performance Index 14 pts= 19- 18 on Student Performance Index
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 pts= 17.9- 16.45 on Student Performance Index 12 pts= 16.44- 14.96 on Student Performance Index 11 pts= 14.95- 13.47 on Student Performance Index 10 pts= 13.46- 11.98 on Student Performance Index 9 pts= 11.97- 10.49 on Student Performance Index 8 pts= 10.48- 9 on Student Performance Index
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 pts= 8.9- 7.76 on Student Performance Index 6 pts= 7.75- 6.57 on Student Performance Index 5 pts= 6.56- 5.38 on Student Performance Index 4 pts= 5.37- 4.19 on Student Performance Index 3 pts= 4.18- 3 on Student Performance Index
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts= 2.9- 2 on Student Performance Index 1 pts= 1.9- 1 on Student Performance Index 0 pts= 0.9- 0 on Student Performance Index

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Grades 3, 4 and 5 ELA and Math Assessments and grade 4 Science Assessment
5	6(ii) School wide measure computed locally	Grades 3, 4 and 5 ELA and Math Assessments and grade 4 Science Assessment
6	6(ii) School wide measure computed locally	Grades 6, 7 and 8 ELA and Math Assessments and grade 8 Science Assessment

7	6(ii) School wide measure computed locally	Grades 6, 7 and 8 ELA and Math Assessments and grade 8 Science Assessment
8	6(ii) School wide measure computed locally	Grades 6, 7 and 8 ELA and Math Assessments and grade 8 Science Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Please see upload in 3.3
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 pts= 20- 19.1 on Student Performance Index 14 pts= 19- 18 on Student Performance Index
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 pts= 17.9- 16.45 on Student Performance Index 12 pts= 16.44- 14.96 on Student Performance Index 11 pts= 14.95- 13.47 on Student Performance Index 10 pts= 13.46- 11.98 on Student Performance Index 9 pts= 11.97- 10.49 on Student Performance Index 8 pts= 10.48- 9 on Student Performance Index
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7 pts= 8.9- 7.76 on Student Performance Index 6 pts= 7.75- 6.57 on Student Performance Index 5 pts= 6.56- 5.38 on Student Performance Index 4 pts= 5.37- 4.19 on Student Performance Index 3 pts= 4.18- 3 on Student Performance Index
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts= 2.9- 2 on Student Performance Index 1 pts= 1.9- 1 on Student Performance Index 0 pts= 0.9- 0 on Student Performance Index

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/137649-rhJdBgDruP/Local 20%-15% PI TEACHERS with HEDI.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

3.4) Grades K-3 ELA

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

Locally-Selected Measure from List of Approved Measures	Assessment
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K	6(ii) School-wide measure computed locally	Grades 3, 4 and 5 ELA and Math Assessments and grade 4 Science Assessment
1	6(ii) School-wide measure computed locally	Grades 3, 4 and 5 ELA and Math Assessments and grade 4 Science Assessment
2	6(ii) School-wide measure computed locally	Grades 3, 4 and 5 ELA and Math Assessments and grade 4 Science Assessment
3	6(ii) School-wide measure computed locally	Grades 3, 4 and 5 ELA and Math Assessments and grade 4 Science Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see upload in 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 pts= 20 on Student Performance Index 19 pts= 19.9- 19 on Student Performance Index 18 pts= 18.9- 18 on Student Performance Index
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts= 17.9- 17 on Student Performance Index 16 pts= 16.9- 16 on Student Performance Index 15 pts= 15.9- 15 on Student Performance Index 14 pts= 14.9- 14 on Student Performance Index 13 pts= 13.9- 13 on Student Performance Index 12 pts= 12.9- 12 on Student Performance Index 11 pts= 11.9- 11 on Student Performance Index 10 pts= 10.9- 10 on Student Performance Index 9 pts= 9.9- 9 on Student Performance Index
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 pts= 8.9- 8 on Student Performance Index 7 pts= 7.9- 7 on Student Performance Index 6 pts= 6.9- 6 on Student Performance Index 5 pts= 5.9- 5 on Student Performance Index 4 pts= 4.9- 4 on Student Performance Index 3 pts= 3.9- 3 on Student Performance Index
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts= 2.9- 2 on Student Performance Index 1 pts= 1.9- 1 on Student Performance Index 0 pts= 0.9- 0 on Student Performance Index

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	Grades 3, 4 and 5 ELA and Math Assessments and grade 4 Science Assessment

1	6(ii) School-wide measure computed locally	Grades 3, 4 and 5 ELA and Math Assessments and grade 4 Science Assessment
2	6(ii) School-wide measure computed locally	Grades 3, 4 and 5 ELA and Math Assessments and grade 4 Science Assessment
3	6(ii) School-wide measure computed locally	Grades 3, 4 and 5 ELA and Math Assessments and grade 4 Science Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see upload in 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 pts= 20 on Student Performance Index 19 pts= 19.9- 19 on Student Performance Index 18 pts= 18.9- 18 on Student Performance Index
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts= 17.9- 17 on Student Performance Index 16 pts= 16.9- 16 on Student Performance Index 15 pts= 15.9- 15 on Student Performance Index 14 pts= 14.9- 14 on Student Performance Index 13 pts= 13.9- 13 on Student Performance Index 12 pts= 12.9- 12 on Student Performance Index 11 pts= 11.9- 11 on Student Performance Index 10 pts= 10.9- 10 on Student Performance Index 9 pts= 9.9- 9 on Student Performance Index
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	8 pts= 8.9- 8 on Student Performance Index 7 pts= 7.9- 7 on Student Performance Index 6 pts= 6.9- 6 on Student Performance Index 5 pts= 5.9- 5 on Student Performance Index 4 pts= 4.9- 4 on Student Performance Index 3 pts= 3.9- 3 on Student Performance Index
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts= 2.9- 2 on Student Performance Index 1 pts= 1.9- 1 on Student Performance Index 0 pts= 0.9- 0 on Student Performance Index

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Grades 6, 7 and 8 ELA and Math Assessments and grade 8 Science Assessment
7	6(ii) School wide measure computed locally	Grades 6, 7 and 8 ELA and Math Assessments and grade 8 Science Assessment

8	6(ii) School wide measure computed locally	Grades 6, 7 and 8 ELA and Math Assessments and grade 8 Science Assessment
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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.	Please see upload in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 pts= 20 on Student Performance Index 19 pts= 19.9- 19 on Student Performance Index 18 pts= 18.9- 18 on Student Performance Index
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts= 17.9- 17 on Student Performance Index 16 pts= 16.9- 16 on Student Performance Index 15 pts= 15.9- 15 on Student Performance Index 14 pts= 14.9- 14 on Student Performance Index 13 pts= 13.9- 13 on Student Performance Index 12 pts= 12.9- 12 on Student Performance Index 11 pts= 11.9- 11 on Student Performance Index 10 pts= 10.9- 10 on Student Performance Index 9 pts= 9.9- 9 on Student Performance Index
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 pts= 8.9- 8 on Student Performance Index 7 pts= 7.9- 7 on Student Performance Index 6 pts= 6.9- 6 on Student Performance Index 5 pts= 5.9- 5 on Student Performance Index 4 pts= 4.9- 4 on Student Performance Index 3 pts= 3.9- 3 on Student Performance Index
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts= 2.9- 2 on Student Performance Index 1 pts= 1.9- 1 on Student Performance Index 0 pts= 0.9- 0 on Student Performance Index

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Grades 6, 7 and 8 ELA and Math Assessments and grade 8 Science Assessment
7	6(ii) School wide measure computed locally	Grades 6, 7 and 8 ELA and Math Assessments and grade 8 Science Assessment
8	6(ii) School wide measure computed locally	Grades 6, 7 and 8 ELA and Math Assessments and grade 8 Science Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see upload in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 pts= 20 on Student Performance Index 19 pts= 19.9- 19 on Student Performance Index 18 pts= 18.9- 18 on Student Performance Index
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts= 17.9- 17 on Student Performance Index 16 pts= 16.9- 16 on Student Performance Index 15 pts= 15.9- 15 on Student Performance Index 14 pts= 14.9- 14 on Student Performance Index 13 pts= 13.9- 13 on Student Performance Index 12 pts= 12.9- 12 on Student Performance Index 11 pts= 11.9- 11 on Student Performance Index 10 pts= 10.9- 10 on Student Performance Index 9 pts= 9.9- 9 on Student Performance Index
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 pts= 8.9- 8 on Student Performance Index 7 pts= 7.9- 7 on Student Performance Index 6 pts= 6.9- 6 on Student Performance Index 5 pts= 5.9- 5 on Student Performance Index 4 pts= 4.9- 4 on Student Performance Index 3 pts= 3.9- 3 on Student Performance Index
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts= 2.9- 2 on Student Performance Index 1 pts= 1.9- 1 on Student Performance Index 0 pts= 0.9- 0 on Student Performance Index

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	High School Regents Exams in ELA, Math, Social Studies, Science, and LOTE
Global 2	6(ii) School wide measure computed locally	High School Regents Exams in ELA, Math, Social Studies, Science, and LOTE
American History	6(ii) School wide measure computed locally	High School Regents Exams in ELA, Math, Social Studies, Science, and LOTE

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.	Please see upload in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 pts= 20 on Student Performance Index 19 pts= 19.9- 19 on Student Performance Index 18 pts= 18.9- 18 on Student Performance Index
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts= 17.9- 17 on Student Performance Index 16 pts= 16.9- 16 on Student Performance Index 15 pts= 15.9- 15 on Student Performance Index 14 pts= 14.9- 14 on Student Performance Index 13 pts= 13.9- 13 on Student Performance Index 12 pts= 12.9- 12 on Student Performance Index 11 pts= 11.9- 11 on Student Performance Index 10 pts= 10.9- 10 on Student Performance Index 9 pts= 9.9- 9 on Student Performance Index
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 pts= 8.9- 8 on Student Performance Index 7 pts= 7.9- 7 on Student Performance Index 6 pts= 6.9- 6 on Student Performance Index 5 pts= 5.9- 5 on Student Performance Index 4 pts= 4.9- 4 on Student Performance Index 3 pts= 3.9- 3 on Student Performance Index
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts= 2.9- 2 on Student Performance Index 1 pts= 1.9- 1 on Student Performance Index 0 pts= 0.9- 0 on Student Performance Index

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	High School Regents Exams in ELA, Math, Social Studies, Science, and LOTE
Earth Science	6(ii) School wide measure computed locally	High School Regents Exams in ELA, Math, Social Studies, Science, and LOTE
Chemistry	6(ii) School wide measure computed locally	High School Regents Exams in ELA, Math, Social Studies, Science, and LOTE
Physics	6(ii) School wide measure computed locally	High School Regents Exams in ELA, Math, Social Studies, Science, and LOTE

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.	Please see upload in 3.13
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 pts= 20 on Student Performance Index 19 pts= 19.9- 19 on Student Performance Index 18 pts= 18.9- 18 on Student Performance Index
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts= 17.9- 17 on Student Performance Index 16 pts= 16.9- 16 on Student Performance Index 15 pts= 15.9- 15 on Student Performance Index 14 pts= 14.9- 14 on Student Performance Index 13 pts= 13.9- 13 on Student Performance Index 12 pts= 12.9- 12 on Student Performance Index 11 pts= 11.9- 11 on Student Performance Index 10 pts= 10.9- 10 on Student Performance Index 9 pts= 9.9- 9 on Student Performance Index
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 pts= 8.9- 8 on Student Performance Index 7 pts= 7.9- 7 on Student Performance Index 6 pts= 6.9- 6 on Student Performance Index 5 pts= 5.9- 5 on Student Performance Index 4 pts= 4.9- 4 on Student Performance Index 3 pts= 3.9- 3 on Student Performance Index
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts= 2.9- 2 on Student Performance Index 1 pts= 1.9- 1 on Student Performance Index 0 pts= 0.9- 0 on Student Performance Index

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	High School Regents Exams in ELA, Math, Social Studies, Science, and LOTE
Geometry	6(ii) School wide measure computed locally	High School Regents Exams in ELA, Math, Social Studies, Science, and LOTE
Algebra 2	6(ii) School wide measure computed locally	High School Regents Exams in ELA, Math, Social Studies, Science, and LOTE

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Please see upload in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20 pts= 20 on Student Performance Index 19 pts= 19.9- 19 on Student Performance Index 18 pts= 18.9- 18 on Student Performance Index
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts= 17.9- 17 on Student Performance Index 16 pts= 16.9- 16 on Student Performance Index 15 pts= 15.9- 15 on Student Performance Index 14 pts= 14.9- 14 on Student Performance Index 13 pts= 13.9- 13 on Student Performance Index 12 pts= 12.9- 12 on Student Performance Index 11 pts= 11.9- 11 on Student Performance Index 10 pts= 10.9- 10 on Student Performance Index 9 pts= 9.9- 9 on Student Performance Index
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 pts= 8.9- 8 on Student Performance Index 7 pts= 7.9- 7 on Student Performance Index 6 pts= 6.9- 6 on Student Performance Index 5 pts= 5.9- 5 on Student Performance Index 4 pts= 4.9- 4 on Student Performance Index 3 pts= 3.9- 3 on Student Performance Index
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts= 2.9- 2 on Student Performance Index 1 pts= 1.9- 1 on Student Performance Index 0 pts= 0.9- 0 on Student Performance Index

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	High School Regents Exams in ELA, Math, Social Studies, Science, and LOTE
Grade 10 ELA	6(ii) School wide measure computed locally	High School Regents Exams in ELA, Math, Social Studies, Science, and LOTE
Grade 11 ELA	6(ii) School wide measure computed locally	High School Regents Exams in ELA, Math, Social Studies, Science, and LOTE

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.

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.	Please see upload in 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	20 pts= 20 on Student Performance Index 19 pts= 19.9- 19 on Student Performance Index 18 pts= 18.9- 18 on Student Performance Index
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17 pts= 17.9- 17 on Student Performance Index 16 pts= 16.9- 16 on Student Performance Index 15 pts= 15.9- 15 on Student Performance Index 14 pts= 14.9- 14 on Student Performance Index 13 pts= 13.9- 13 on Student Performance Index 12 pts= 12.9- 12 on Student Performance Index 11 pts= 11.9- 11 on Student Performance Index 10 pts= 10.9- 10 on Student Performance Index 9 pts= 9.9- 9 on Student Performance Index
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8 pts= 8.9- 8 on Student Performance Index 7 pts= 7.9- 7 on Student Performance Index 6 pts= 6.9- 6 on Student Performance Index 5 pts= 5.9- 5 on Student Performance Index 4 pts= 4.9- 4 on Student Performance Index 3 pts= 3.9- 3 on Student Performance Index
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts= 2.9- 2 on Student Performance Index 1 pts= 1.9- 1 on Student Performance Index 0 pts= 0.9- 0 on Student Performance Index

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/137649-y92vNseFa4/Local 20%-15% PI TEACHERS with HEDI.docx

3.14) Locally Developed Controls

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

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.

There are no multiple locally selected measures.

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 Friday, June 01, 2012

Updated Tuesday, November 13, 2012

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 (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, 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.

File Attached

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

assets/survey-uploads/5091/137678-eka9yMJ855/Wilson REVISED APPR FORM W: Conversion-Instruction_1.docx

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

<p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p>	<p>Each sub-component of Danielson's four Domains will be given a 1, 2, 3 or 4 point rubric rating. The total of the rubric scores will be calculated and averaged to determine the OVERALL RUBRIC AVERAGE SCORE. This Overall Average Rubric Score will be used to determine the HEDI rating through the Rubric Score to Sub-Component Conversion Chart. This conversion chart (uploaded document) will convert the average rubric score to a point score related to the HEDI scale. An unannounced walk-through will be conducted as a means to provide a forum for the observer and teacher to conduct a dialogue regarding effective professional practice. An average rubric score of 3.5-4 would result in a HIGHLY EFFECTIVE score on the HEDI scale.</p>
<p>Effective: Overall performance and results meet NYS Teaching Standards.</p>	<p>Each sub-component of Danielson's four Domains will be given a 1, 2, 3 or 4 point rubric rating. The total of the rubric scores will be calculated and averaged to determine the OVERALL RUBRIC AVERAGE SCORE. This Overall Average Rubric Score will be used to determine the HEDI rating through the Rubric Score to Sub-Component Conversion Chart. This conversion chart (uploaded document) will convert the average rubric score to a point score related to the HEDI scale. An unannounced walk-through will be conducted as a means to provide a forum for the observer and teacher to conduct a dialogue regarding effective professional practice. An average rubric score of 2.5-3.4 would result in an EFFECTIVE score on the HEDI scale.</p>
<p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p>	<p>Each sub-component of Danielson's four Domains will be given a 1, 2, 3 or 4 point rubric rating. The total of the rubric scores will be calculated and averaged to determine the OVERALL RUBRIC AVERAGE SCORE. This Overall Average Rubric Score will be used to determine the HEDI rating through the Rubric Score to Sub-Component Conversion Chart. This conversion chart (uploaded document) will convert the average rubric score to a point score related to the HEDI scale. An unannounced walk-through will be conducted as a means to provide a forum for the observer and teacher to conduct a dialogue regarding effective professional practice. An average rubric score of 1.5-2.4 would result in a DEVELOPING score on the HEDI scale.</p>
<p>Ineffective: Overall performance and results do not meet NYS Teaching Standards.</p>	<p>Each sub-component of Danielson's four Domains will be given a 1, 2, 3 or 4 point rubric rating. The total of the rubric scores will be calculated and averaged to determine the OVERALL RUBRIC AVERAGE SCORE. This Overall Average Rubric Score will be used to determine the HEDI rating through the Rubric Score to Sub-Component Conversion Chart. This conversion chart (uploaded document) will convert the average rubric score to a point score related to the HEDI scale. An unannounced walk-through will be conducted as a means to provide a forum for the observer and teacher to conduct a dialogue regarding effective professional practice. An average</p>

rubric score of 1-1.4 would result in an INEFFECTIVE score on the HEDI scale.

Provide the ranges for the 60-point scoring bands.

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

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

Created Friday, June 01, 2012

Updated Thursday, October 11, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, June 01, 2012

Updated Monday, November 19, 2012

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/137688-Df0w3Xx5v6/TEACHER TIP FORM_1.docx](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

1. Appeals Process

1.1 A Covered Unit Member may challenge only the substance of an APPR, the District's adherence to the statutory standards and methodologies required for such review, the District's compliance with its own procedures and timelines for conducting the APPR and the Regulations of the Commissioner of Education and/or the issuance or implementation of a teacher improvement plan ("TIP").

Such challenge must be submitted in writing to the Administrator performing the review, together with any supporting documentation. The challenge must explain in detail the specific reason(s) for the matter which is the subject of the challenge. A teacher may not file multiple appeals regarding the same APPR or TIP. All grounds for appeal must be raised with specificity within one appeal. Any information obtained in a teacher observation that affects a teacher's rating that has not been shared with the teacher at the time the observation is reviewed with the teacher may not be included in the teacher's summative review. As part of the documentation supporting an appeal, the teacher may also submit mitigating circumstances that he or she believes relevant to the appeal, including but not limited to, class size, students and classes assigned, student attendance, teacher leave/personal life, new initiatives/requirements and physical environment. Any grounds not raised at the time the appeal is filed shall be deemed waived. All supporting information must also be submitted at the time the appeal is filed. Any information not submitted at the time the appeal is filed shall not be considered. In an appeal, the teacher has the burden of demonstrating a legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief. The challenge must be submitted within fifteen calendar days of the receipt of the APPR and/or TIP which is the subject of the challenge, or other act complained of, or it is deemed waived. For purposes of this Memorandum of Agreement, calendar days shall exclude the periods of the Winter and Spring recesses. The Administrator involved will schedule a meeting within ten (10) school/business days to discuss the challenge. A Covered Unit Member may select an Association representative to participate in the meeting. Within fifteen calendar days of the meeting, the Administrator who issued the APPR and/or TIP shall submit to the teacher a detailed written response to the Appeal. The response must include any additional documents or written materials specific to the point(s) of disagreement that support the response and are relevant to the resolution of the appeal. For a tenured teacher who received a rating of "highly effective", "effective" or "developing", or a non-tenured teacher who received any rating, including "ineffective", the Administrator's determination shall be final; if that teacher disagrees with the response, the teacher may submit a written statement outlining the basis for that disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.

1.2 If a tenured Covered Unit Member received a rating of "ineffective" and disagrees with the Administrator's response to the challenge, the teacher may submit the challenge within ten (10) school/business days of the administrator's response, the Administrator's response, and a written statement explaining in detail the reason(s) for disagreement with the response to a Professional Standards Review Panel ("PSRP"), comprised of two (2) District Administrators (other than the initial evaluator) and two (2) representatives of the WTA. Within ten (10) days of its receipt of same, the PSRP shall review the entire record of the appeal to determine whether the APPR and/or associated process had been followed, and if not, whether such non-compliance had a negative impact on the APPR or TIP. If the PSRP's findings are that the APPR and/or associated process utilized did not negatively impact the APPR or TIP, the initial determination will be sustained. Otherwise, an appeal can be taken to the Superintendent of Schools within seven (7) calendar days of receipt of the PSRP's decision. A meeting with the Superintendent will be scheduled to discuss the appeal within ten (10) school/business days of receipt of Superintendent of appeal. The tenured Covered Unit Member may select an Association representative to participate in the meeting. In resolving any appeal hereunder, among other things, the Superintendent will have the discretion to award any points lost to a teacher by reason of a procedural error committed by an administrator during the APPR process. The Superintendent shall render a final determination on the challenge within ten (10) calendar days thereafter. A copy of the decision shall be provided to the teacher, the union and the evaluator. Any new evaluation ordered as a result of the appeal must be conducted by a different administrator/principal.

1.3 A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to any such challenge or determination. The teacher, of course, retains any defenses he or she may have in the event the APPR or TIP is utilized in a subsequent 3020-a proceeding. Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher at any time including during the pendency of an appeal hereunder EXCEPT FOR PERFORMANCE, and any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Agreement.

FOR THE DISTRICT FOR THE ASSOCIATION

Superintendent President

Dated Dated

6.4) Training and Certification of Lead Evaluators and Evaluators

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

Lead evaluators will be and have been trained and certified through the local BOCES at the various workshops and mandated lead evaluator training sessions. Recertification will also take place at the local BOCES at the various workshops and mandated lead evaluator training sessions which focus on the Common Core Learning Standards, NY State teaching standards, evidence-based observation techniques, application and use of the student growth percentile model, application and use of state-approved teacher and principal rubrics, application and use of assessment tools, and the application and use of state-approved locally selected measures of student achievement, (SLOs, rubrics, evidence collecting).

There will be in-house calibration training and discussions at the various administration meetings throughout the year which will insure inter-rater reliability. These sessions will offer the lead evaluators the opportunity to discuss best practices, offer suggestions for improved evaluations, and better teacher evaluation.

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, June 05, 2012

Updated Thursday, October 11, 2012

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

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

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

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

PK-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Not applicable		

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Not applicable
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Not applicable
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Not applicable
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Not applicable

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

none

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, June 05, 2012

Updated Tuesday, November 13, 2012

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
PK-5	(d) measures used by district for teacher evaluation	Grades 3, 4 and 5 ELA and Math Assessments and grade 4 Science Assessment
6-8	(d) measures used by district for teacher evaluation	Grades 6, 7 and 8 ELA and Math Assessments and grade 8 Science Assessment
9-12	(d) measures used by district for teacher evaluation	High School Regents Exams in ELA, Math, Social Studies, Science, and LOTE

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Please see upload in 8.1
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15 pts= 20- 19.1 on Student Performance Index 14 pts= 19- 18 on Student Performance Index
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13 pts= 17.9- 16.45 on Student Performance Index 12 pts= 16.44- 14.96 on Student Performance Index 11 pts= 14.95- 13.47 on Student Performance Index 10 pts= 13.46- 11.98 on Student Performance Index 9 pts= 11.97- 10.49 on Student Performance Index 8 pts= 10.48- 9 on Student Performance Index
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement	7 pts= 8.9- 7.76 on Student Performance Index 6 pts= 7.75- 6.57 on Student Performance Index

for grade/subject.	5 pts= 6.56- 5.38 on Student Performance Index 4 pts= 5.37- 4.19 on Student Performance Index 3 pts= 4.18- 3 on Student Performance Index
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2 pts= 2.9- 2 on Student Performance Index 1 pts= 1.9- 1 on Student Performance Index 0 pts= 0.9- 0 on Student Performance Index

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

(No response)

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

<assets/survey-uploads/5366/139002-qBFVOWF7fC/Local 20%-15% PI PRINCIPALS with HEDI.docx>

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

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

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

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

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

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

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

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

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

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

(g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II,

etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Not Applicable		

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	NOT APPLICABLE
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NOT APPLICABLE
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NOT APPLICABLE
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NOT APPLICABLE
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NOT APPLICABLE

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

None.

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.

Not Applicable

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, June 05, 2012

Updated Monday, November 19, 2012

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.

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
---	----

Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
--	---

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

File Attached

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

assets/survey-uploads/5143/139018-pMADJ4gk6R/Wilson REVISED MPPR Form w: conversion chart- Admin_2.docx

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

Highly Effective: Overall performance and results exceed standards.	Each sub-component of Multidimensional Principal Performance Rubric Domains will be given a 1, 2, 3 or 4 point rubric rating. The total of the rubric scores will be calculated and averaged to determine the OVERALL RUBRIC AVERAGE SCORE. This Overall Average Rubric Score will be used to determine the HEDI rating through the Rubric Score to Sub-Component Conversion Chart. This conversion chart (uploaded document) will convert the average rubric score to a point score related to the HEDI scale. An unannounced walk-through will be conducted as a means to provide a forum for the observer and teacher to conduct a dialogue regarding effective professional practice. An average rubric score of 3.5-4 would result in a HIGHLY EFFECTIVE score on the HEDI scale.
Effective: Overall performance and results meet standards.	Each sub-component of Multidimensional Principal Performance Rubric Domains will be given a 1, 2, 3 or 4 point rubric rating. The total of the rubric scores will be calculated and averaged to determine the OVERALL RUBRIC AVERAGE SCORE. This Overall Average Rubric Score will be used to determine the HEDI rating through the Rubric Score to Sub-Component Conversion Chart. This conversion chart (uploaded document) will convert the average rubric score to a

point score related to the HEDI scale. An unannounced walk-through will be conducted as a means to provide a forum for the observer and teacher to conduct a dialogue regarding effective professional practice. An average rubric score of 2.5-3.4 would result in an EFFECTIVE score on the HEDI scale.

Developing: Overall performance and results need improvement in order to meet standards.

Each sub-component of Multidimensional Principal Performance Rubric Domains will be given a 1, 2, 3 or 4 point rubric rating. The total of the rubric scores will be calculated and averaged to determine the OVERALL RUBRIC AVERAGE SCORE. This Overall Average Rubric Score will be used to determine the HEDI rating through the Rubric Score to Sub-Component Conversion Chart. This conversion chart (uploaded document) will convert the average rubric score to a point score related to the HEDI scale. An unannounced walk-through will be conducted as a means to provide a forum for the observer and teacher to conduct a dialogue regarding effective professional practice. An average rubric score of 1.5-2.4 would result in a DEVELOPING score on the HEDI scale.

Ineffective: Overall performance and results do not meet standards.

Each sub-component of Multidimensional Principal Performance Rubric Domains will be given a 1, 2, 3 or 4 point rubric rating. The total of the rubric scores will be calculated and averaged to determine the OVERALL RUBRIC AVERAGE SCORE. This Overall Average Rubric Score will be used to determine the HEDI rating through the Rubric Score to Sub-Component Conversion Chart. This conversion chart (uploaded document) will convert the average rubric score to a point score related to the HEDI scale. An unannounced walk-through will be conducted as a means to provide a forum for the observer and teacher to conduct a dialogue regarding effective professional practice. An average rubric score of 1-1.4 would result in an INEFFECTIVE score on the HEDI scale.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	2
By trained administrator	0

By trained independent evaluator	0
Enter Total	2

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, June 05, 2012

Updated Thursday, October 11, 2012

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.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, June 05, 2012

Updated Monday, November 19, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/139028-Df0w3Xx5v6/PRINCIPAL PIP FORM_1.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Component Four: Appeal Process

A. A principal who receives a "Developing or Ineffective" rating on his/her APPR shall be entitled to appeal this rating. This appeal must be done in written form and submitted to the Superintendent of Schools who has been trained in accordance with the requirements of the statute and regulation. An evaluation shall not be placed in a principal's personnel file until either the expiration

of a thirty (30) business day period during which an appeal could be filed by the principal or the conclusion of the appeal process described herein, whichever is later.

B. The principal must submit a written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his/her improvement plan. The district upon written request must provide any additional written documents or materials relevant to the appeal for the same. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. These concerns are limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law:

- Substance of evaluation*
- Adherence to standards and methods*
- Adherence to Commissioner's Regulation*
- Compliance with negotiated procedure*
- Issuance and/or compliance with terms of an improvement plan*

C. A principal may not file more than one appeal on the same evaluation.

D. The burden shall be on the principal appealing a rating of Developing or Ineffective.

E. An appeal must be filed in writing within thirty (30) calendar days of the presentation of the document (yearly evaluation and/or improvement plan) to the principal or the right to appeal shall be deemed as waived in all regards.

F. An Appeal Panel will consist of: 1 - District Office Administrator

1 - Building Level Principal of the Appellant's choice

1 - Outside panelist of the Appellant's choice - from a mutually agreed upon list of candidate at District expense if required. The cost is not to exceed \$350.

G. The Superintendent or designee will respond to the appeal with a written response acknowledging the appeal and directing further administrative action. This correspondence will be made within fifteen (15) calendar days of the receipt of the appeal. The response will include all additional documents or written materials relevant to the point (s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal.

H. The Appeal Panel and appellant will meet within ten (10) calendar days of the written response to review the appeal and either modify the principal evaluation rating or deny the appeal. The appeal hearing shall be conducted in no more than one business day unless extenuating circumstances are present and all parties agree to a second day. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.

I. The principal shall have the opportunity to present his/her case which may include the representation of witnesses and/or affidavits in lieu of testimony, then the school district may refute the presentation, if the school district does present a case the principal will have the right to present a rebuttal case.

J. A written decision on the merits of the appeal shall be rendered no later than ten (10) calendar days from the close of the hearing. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the reviewer may set aside or modify a rating. A copy of the decision shall be provided to the principal, the Superintendent and all members of the Appeal Panel.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

Lead evaluators will be and have been trained and certified through the local BOCES at the various workshops and mandated lead evaluator training sessions. Recertification will also take place at the local BOCES at the various workshops and mandated lead evaluator training sessions which focus on the Common Core Learning Standards, NY State teaching standards, evidence-based observation techniques, application and use of the student growth percentile model, application and use of state-approved teacher and principal rubrics, application and use of assessment tools, and the application and use of state-approved locally selected measures of

student achievement, (SLOs, rubrics, evidence collecting).

There will be in-house calibration training and discussions at the various administration meetings throughout the year which will insure inter-rater reliability. These sessions will offer the lead evaluators the opportunity to discuss best practices, offer suggestions for improved evaluations, and better teacher evaluation.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, June 05, 2012

Updated Wednesday, November 28, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

assets/survey-uploads/5581/139033-3Uqgn5g9Iu/Signatures 11:28:12_1.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.

Wilson Central Schools SLO HEDI Rating Chart
2012-13

Highly Effective	Effective	Developing	Ineffective
-------------------------	------------------	-------------------	--------------------

20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
> or = 91	90- 86	85- 81	80- 79	78- 77	76- 75	74- 73	72- 71	70- 69	68- 67	66- 64	63- 61	60- 58	57- 55	54- 52	51- 49	48- 45	44- 41	40- 28	27- 15	< or = 14

HS/MS/Elementary

Highly Effective

- 20 pts= 100-91% meeting the goal
- 19 pts= 90-86% meeting the goal
- 18 pts= 85-81% meeting the goal

Effective

- 17 pts= 80-79% meeting the goal
- 16 pts= 78-77% meeting the goal
- 15 pts= 76-75% meeting the goal
- 14 pts= 74-73% meeting the goal
- 13 pts= 72-71% meeting the goal
- 12 pts= 70-69% meeting the goal
- 11 pts= 68-67% meeting the goal
- 10 pts= 66-64% meeting the goal
- 9 pts= 63-61% meeting the goal

Developing

- 8 pts= 60-58% meeting the goal
- 7 pts= 57-55% meeting the goal
- 6 pts= 54-52% meeting the goal
- 5 pts= 51-49% meeting the goal
- 4 pts= 48-45% meeting the goal
- 3 pts= 44-41% meeting the goal

Ineffective

- 2 pts= 40-28% meeting the goal
- 1 pt= 27-15% meeting the goal
- 0 pts= 14-0% meeting the goal

**Local 20% (15% for teachers that have Value Added
Component for 2012-13)**

Elementary and Middle School

Determine a Performance Index (PI) based on the state assessments in ELA, math, and science. The performance index equation is below:

Number of students at the Elementary or Middle School who score a level 2+ level 3+ level 4 + level 3+ level 4 divided by the total number of students that took the assessment. Multiply that number by 10. The answer is the PI for the Elementary or Middle School levels. (Levels 1, 2, 3, and 4 are determined by the state and forwarded to the districts.)

$$\frac{L2 + L3 + L4 + L3 + L4}{\text{Total \# of students that took the assessment}}$$

$$\text{Answer} \times 10 = \text{PI}$$

Example: Elementary

Grades 3, 4, and 5:

$$\frac{60 + 228 + 42 + 228 + 42}{342}$$

$$= \frac{600}{342}$$

$$= 1.75 \times 10 = 17.5$$

In this example: When calculated for Elementary for 2011-12, the PI is 17.5. This would calculate to 17 points being scored in the local 20% HEDI for every teacher at the Elementary level that does not have the Value Added Component of the APPR. Teachers that have the 15% Value Added Component would receive 13 points according to the conversion chart.

High School

Determine a Performance Index (PI) based on the regents assessments in ELA, math, science, social studies and LOTE. The performance index equation is below:

Count of Cohort Members Performing who score a level 2+ level 3+ level 4 + level 3+ level 4 divided by Count of All Cohort Members. Multiply that number by 10. The answer is the PI for the High School level.

Levels 1, 2, 3, and 4 are determined by the following scores on the Regents exams.
Level 1= 0-54, Level 2= 55-64, Level 3 = 65-84, and Level 4 = 85-100

$$\frac{L2 + L3 + L4 + L3 + L4}{\text{Total \# of cohort members that took the assessment}}$$

$$\text{Answer} \times 10 = \text{PI}$$

**Performance Index Conversion Chart for Teachers in
Grades 4-8 ELA and Math that have the 15% Value Added Component to APPR
2012-13 (Local 20% chart below)**

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
20.0	19.0	17.9	16.44	14.95	13.46	11.97	10.48	8.9	7.75	6.56	5.37	4.18	2.9	1.9	0.9
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19.1	18.0	16.45	14.96	13.47	11.98	10.49	9.0	7.76	6.57	5.38	4.19	3.0	2.0	1.0	0

Highly Effective		Effective									Developing					Ineffective				
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
20	19.9	18.9	17.9	16.9	15.9	14.9	13.9	12.9	11.9	10.9	9.9	8.9	7.9	6.9	5.9	4.9	3.9	2.9	1.9	0.9
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19.0	18.0	17.0	16.0	15.0	14.0	13.0	12.0	11.0	10.0	9.0	8.0	7.0	6.0	5.0	4.0	3.0	2.0	1.0	0	

**Local 20% (15% for teachers that have Value Added
Component for 2012-13)**

Elementary and Middle School

Determine a Performance Index (PI) based on the state assessments in ELA, math, and science. The performance index equation is below:

Number of students at the Elementary or Middle School who score a level 2+ level 3+ level 4 + level 3+ level 4 divided by the total number of students that took the assessment. Multiply that number by 10. The answer is the PI for the Elementary or Middle School levels. (Levels 1, 2, 3, and 4 are determined by the state and forwarded to the districts.)

$$\frac{L2 + L3 + L4 + L3 + L4}{\text{Total \# of students that took the assessment}}$$

$$\text{Answer} \times 10 = \text{PI}$$

Example: Elementary

Grades 3, 4, and 5:

$$\frac{60 + 228 + 42 + 228 + 42}{342}$$

$$= \frac{600}{342}$$

$$= 1.75 \times 10 = 17.5$$

In this example: When calculated for Elementary for 2011-12, the PI is 17.5. This would calculate to 17 points being scored in the local 20% HEDI for every teacher at the Elementary level that does not have the Value Added Component of the APPR. Teachers that have the 15% Value Added Component would receive 13 points according to the conversion chart.

High School

Determine a Performance Index (PI) based on the regents assessments in ELA, math, science, social studies and LOTE. The performance index equation is below:

Count of Cohort Members Performing who score a level 2+ level 3+ level 4 + level 3+ level 4 divided by Count of All Cohort Members. Multiply that number by 10. The answer is the PI for the High School level.

Levels 1, 2, 3, and 4 are determined by the following scores on the Regents exams.
Level 1= 0-54, Level 2= 55-64, Level 3 = 65-84, and Level 4 = 85-100

$$\frac{L2 + L3 + L4 + L3 + L4}{\text{Total \# of cohort members that took the assessment}}$$
$$\text{Answer} \times 10 = \text{PI}$$

**Performance Index Conversion Chart for Teachers in
Grades 4-8 ELA and Math that have the 15% Value Added Component to APPR
2012-13 (Local 20% chart below)**

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
20.0	19.0	17.9	16.44	14.95	13.46	11.97	10.48	8.9	7.75	6.56	5.37	4.18	2.9	1.9	0.9
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19.1	18.0	16.45	14.96	13.47	11.98	10.49	9.0	7.76	6.57	5.38	4.19	3.0	2.0	1.0	0

Highly Effective		Effective									Developing					Ineffective				
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
20	19.9	18.9	17.9	16.9	15.9	14.9	13.9	12.9	11.9	10.9	9.9	8.9	7.9	6.9	5.9	4.9	3.9	2.9	1.9	0.9
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	19.0	18.0	17.0	16.0	15.0	14.0	13.0	12.0	11.0	10.0	9.0	8.0	7.0	6.0	5.0	4.0	3.0	2.0	1.0	0

WILSON CENTRAL SCHOOLS
ANNUAL PROFESSIONAL PERFORMANCE REVIEW

This portion of the annual APPR meets the requirements for the 60% of teacher observation as completed by school administration. 20% will be measured through SLO or state testing and the remaining 20% by local assessments.

Name: _____ Probationary _____ Year Completed: _____ Date of Evaluation: _____

School: _____ Tenure _____ Subject or Grade: _____ Date of Conference: _____

Definition of terms used in rating scale will be found in the scoring rubric. All items checked Ineffective must be explained in the comment section.

COMPONENTS OF PROFESSIONAL PRACTICE POINTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
PLANNING AND PREPARATION The teacher:				
demonstrates knowledge of content.				
demonstrates knowledge of student development.				
demonstrates clear instructional goals.				
demonstrates coherence in activities and instructions.				
develops lessons which are congruent with standards or goals.				
CLASSROOM ENVIRONMENT In the setting for learning:				
respect and rapport are apparent.				
a climate of learning is appropriate.				
procedures are managed effectively.				
student behavior is effectively monitored and responded to.				
PROFESSIONAL PRACTICE				
Instructions are clearly communicated.				
Discussion techniques are evident.				
Students are engaged in learning.				
An effective pace is apparent and lesson adjustments demonstrate flexibility.				
Feedback is constructive and timely				
PROFESSIONAL RESPONSIBILITIES The teacher:				
maintains accurate records in a timely manner.				
presents a professional appearance.				
responds to appropriate suggestions for improvement, when needed.				
demonstrates a professional rapport with colleagues.				
follows authorized policies and procedures.				
exhibits interest and enthusiasm for the teaching profession.				
COMMENTS:				

This evaluation is based on:

- () Daily routine contacts with teacher
- () Conferences with teacher
- () Classroom observation (formal)
- () Classroom observation (informal)

*Average Rubric Score (sum of all rubric points divided by the # of sub domains [20]) _____

*HEDI Point Value based on Conversion Chart _____

Highly Effective: 60-59
Effective: 58-57

Developing: 56-50
Ineffective: 49-0

*Teacher's signature

Evaluator's signature

Title: PRINCIPAL

*This signature indicates that the teacher and evaluator together discussed this report. It does not necessarily denote agreement with all factors of the evaluation. The teacher will have the right to submit a written answer to such material and it shall be attached to the file copies. Distribution of copies:

1. Teacher / Building Principal / District Personnel File

The following conversion scale will be used to translate the overall average rubric scores for each domain to the 60 point distribution for the composite teacher score. General rounding rule apply for HEDI points.

Level	Overall rubric average score	60 point distribution for composite
-------	------------------------------	-------------------------------------

Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion look up table is used to convert the average weighted rubric score to a specific teacher score for the other measures of teacher effectiveness sub-component.

Rubric Score to Sub-Component Conversion Chart – Other Measures of Teacher Effectiveness

Ineffective 0-49		Developing 50-56		Effective 57-58		Highly Effective 59-60	
Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion
1.000	0	1.5	50	2.5	57	3.5	59
1.008	1	1.6	50.7	2.6	57.2	3.6	59.3
1.017	2	1.7	51.4	2.7	57.4	3.7	59.5
1.025	3	1.8	52.1	2.8	57.6	3.8	59.8
1.033	4	1.9	52.8	2.9	57.8	3.9	60
1.042	5	2	53.5	3	58	4	60.25 (round to 60)
1.050	6	2.1	54.2	3.1	58.2		
1.058	7	2.2	54.9	3.2	58.4		
1.067	8	2.3	55.6	3.3	58.6		
1.075	9	2.4	56.3	3.4	58.8		
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						

**Wilson CSD
TEACHER IMPROVEMENT PLAN (TIP)**

The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “ineffective”. The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

Name of teacher	
Grade/Subject	
Evaluator	
WTA Representative (if requested)	
Date	

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them

Priority	Area needing improvement	Performance goal
1		
2		
3		
4		

Describe the plan for improvement with specific, measurable objectives; timeline, location, any other personnel involved and process the teacher must meet in order to achieve an effective rating.

Objectives	
Timeline	
Location	
Other personnel involved/title	
(Other information)	

Describe the professional development opportunities, materials, resources, and supports, the District may make available or recommend.

Professional Development Opportunities	
Materials	
Resources	
Supports	
(Other information)	
(Other information)	

Assignment of mentor	Yes No (Circle one)
Mentor name	

The teacher, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this Assessment, the TIP shall be modified accordingly.

Evaluator's signature	
Date	
Teacher's signature	
Date	

This plan will begin on : _____

Meeting Date <u> </u> / <u> </u> / <u> </u>
Evaluator Comments and Initials
Teacher Comments and Initials

Meeting Date __/__/____
Evaluator Comments and Initials
Teacher Comments and Initials

Meeting Date __/__/____
Evaluator Comments and Initials
Teacher Comments and Initials

Meeting Date __/__/____
Evaluator Comments and Initials
Teacher Comments and Initials

Meeting Date __/__/____
Evaluator Comments and Initials
Teacher Comments and Initials

Recommendations for results of TIP

___ The Teacher has met the performance goals identified through the TIP.

___ The Teacher has not met the performance goals.

Next Steps: (if goals not met)

Evaluator's Signature _____ Date: _____

Teacher's Signature _____ Date: _____

Teacher's signature does not constitute agreement but merely signifies he/she has examined and discussed the materials with his/her evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Local 20% (15% for principals that have Value Added Component for 2012-13)

Elementary and Middle School

Determine a Performance Index (PI) based on the state assessments in ELA, math, and science. The performance index equation is below:

Number of students at the Elementary or Middle School who score a level 2+ level 3+ level 4 + level 3+ level 4 divided by the total number of students that took the assessment. Multiply that number by 10. The answer is the PI for the Elementary or Middle School levels. (Levels 1, 2, 3, and 4 are determined by the state and forwarded to the districts.)

$$\frac{L2 + L3 + L4 + L3 + L4}{\text{Total \# of students that took the assessment}}$$

$$\text{Answer} \times 10 = \text{PI}$$

Example: Elementary

Grades 3, 4, and 5:

$$\frac{60 + 228 + 42 + 228 + 42}{342}$$

$$= \frac{600}{342}$$

$$= 1.75 \times 10 = 17.5$$

In this example: When calculated for Elementary for 2011-12, the PI is 17.5. This would calculate to 17 points being scored in the local 20% HEDI for every teacher at the Elementary level that does not have the Value Added Component of the APPR. Teachers that have the 15% Value Added Component would receive 13 points according to the conversion chart.

High School

Determine a Performance Index (PI) based on the regents assessments in ELA, math, science, social studies and LOTE. The performance index equation is below:

Count of Cohort Members Performing who score a level 2+ level 3+ level 4 + level 3+ level 4 divided by Count of All Cohort Members. Multiply that number by 10. The answer is the PI for the High School level.

Levels 1, 2, 3, and 4 are determined by the following scores on the Regents exams.

Level 1= 0-54, Level 2= 55-64, Level 3 = 65-84, and Level 4 = 85-100

$$\frac{L2 + L3 + L4 + L3 + L4}{\text{Total \# of cohort members that took the assessment}}$$

Total # of cohort members that took the assessment

$$\text{Answer} \times 10 = \text{PI}$$

**Performance Index Conversion Chart for Principals in
Grades 4-8 ELA and Math that have the 15% Value Added Component to APPR
2012-13 (Local 20% chart below)**

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
20.0	19.0	17.9	16.44	14.95	13.46	11.97	10.48	8.9	7.75	6.56	5.37	4.18	2.9	1.9	0.9
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19.1	18.0	16.45	14.96	13.47	11.98	10.49	9.0	7.76	6.57	5.38	4.19	3.0	2.0	1.0	0

Highly Effective		Effective									Developing					Ineffective				
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
20	19.9	18.9	17.9	16.9	15.9	14.9	13.9	12.9	11.9	10.9	9.9	8.9	7.9	6.9	5.9	4.9	3.9	2.9	1.9	0.9
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	19.0	18.0	17.0	16.0	15.0	14.0	13.0	12.0	11.0	10.0	9.0	8.0	7.0	6.0	5.0	4.0	3.0	2.0	1.0	0

WILSON CENTRAL SCHOOLS

ANNUAL ADMINISTRATIVE PROFESSIONAL PERFORMANCE REVIEW

This portion of the annual MPPR meets the requirements for the 60% of principal observation as completed by the superintendent. 20% will be measured through state testing and the remaining 20% by local assessments.

Name: _____

(Circle) Probationary / Tenured

Year Completed: _____

School: _____

Tenure _____

Grade levels (circle): Elementary / Middle School / High School

Definition of terms used in rating scale will be found in the scoring rubric. All items checked Ineffective must be explained in the comment section.

COMPONENTS OF PROFESSIONAL PRACTICE Based in ISLLC Standards POINTS	HIGHLY EFFECTIVE (4)	EFFECTIVE (3)	DEVELOPING (2)	INEFFECTIVE (1)
Standard 1: Setting a widely shared vision for learning				
Culture				
Sustainability				
Standard 2: Developing a school culture and instructional program conducive to student learning and staff professional growth				
Culture				
Instructional Program				
Capacity Building				
Sustainability and Strategic Planning Process				
Standard 3: Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment				
Capacity Building and Culture				
Sustainability				
Instructional Program				
Standard 4: Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources				
Strategic Planning Process: Inquiry				
Culture and Sustainability				
Standard 5: Acting with integrity, fairness, and in an ethical manner				
Sustainability				
Culture				
Standard 6: Understanding, responding to, and influencing the political, social, legal, and cultural contexts				
Sustainability				
Culture				
COMMENTS:				
ADDITIONAL COMMENTS:				
Evaluator: _____				
Principal: _____				

This evaluation is based on:

- () Daily routine contacts with principal
- () Conferences with principal
- () Building observation
- () Other (specify): _____

*Average Rubric Score (sum of all rubric points divided by the # of sub domains [15]) _____

*HEDI Point Value based on Conversion Chart _____

Scoring Ranges (based on total points)
Highly Effective: 60-59 **Developing: 56-50**
Effective: 58-57 **Ineffective: 49-0**

 *Principal's signature

Date of Evaluation: _____

 Evaluator's signature Title: Superintendent

Date of Conference _____

*This signature indicates that the principal and evaluator together discussed this report. It does not necessarily denote agreement with all factors of the evaluation. The principal will have the right to submit a written answer to such material and it shall be attached to the file copies.

Distribution of copies: 1. Principal / Superintendent / District Personnel File

The following conversion scale will be used to translate the overall average rubric scores for each domain to the 60 point distribution for the composite principal score. General rounding rule apply for HEDI points.

Level	Overall rubric average score	60 point distribution for
--------------	-------------------------------------	----------------------------------

		composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

The detailed conversion look up table is used to convert the average weighted rubric score to a specific principal score for the other measures of principal effectiveness sub-component.

Rubric Score to Sub-Component Conversion Chart – Other Measures of Principal Effectiveness

Ineffective 0-49		Developing 50-56		Effective 57-58		Highly Effective 59-60	
Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion
1.000	0	1.5	50	2.5	57	3.5	59
1.008	1	1.6	50.7	2.6	57.2	3.6	59.3
1.017	2	1.7	51.4	2.7	57.4	3.7	59.5
1.025	3	1.8	52.1	2.8	57.6	3.8	59.8
1.033	4	1.9	52.8	2.9	57.8	3.9	60
1.042	5	2	53.5	3	58	4	60.25 (round to 60)
1.050	6	2.1	54.2	3.1	58.2		
1.058	7	2.2	54.9	3.2	58.4		
1.067	8	2.3	55.6	3.3	58.6		
1.075	9	2.4	56.3	3.4	58.8		
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						

**Wilson CSD
PRINCIPAL IMPROVEMENT PLAN (PIP)**

The sole purpose of the TIP is the improvement of teaching practice. The goal is to provide resources and support for teachers who have been rated as “ineffective”. The evaluator and teacher will jointly determine the strategies to be undertaken to correct the deficiencies.

Name of principal	
Building Level	High Middle Elementary (circle level)
Evaluator	
WAPU Representative (if requested)	
Date	

List the area(s) needing improvement. If there are several, indicate the priority order for addressing them

Priority	Area needing improvement	Performance goal
1		
2		
3		
4		

Describe the plan for improvement with specific, measurable objectives; timeline, location, any other personnel involved and process the principal must meet in order to achieve an effective rating.

Objectives	
Timeline	
Location	
Other personnel involved/title	
(Other information)	

Describe the professional development opportunities, materials, resources, and supports, the District may make available or recommend.

Professional Development Opportunities	
Materials	
Resources	
Supports	
(Other information)	
(Other information)	

Assignment of mentor	Yes No (Circle one)
Mentor name	

The principal, evaluator, mentor (if applicable) and an Association representative (if requested by the teacher) shall meet to assess the effectiveness and appropriateness of the PIP in assisting the principal to achieve the goals set forth in the PIP. Based on the outcome of this Assessment, the PIP shall be modified accordingly.

Evaluator's signature	
Date	
Principal's signature	
Date	

This plan will begin on : _____

Meeting Date <u> </u> / <u> </u> / <u> </u>
Evaluator Comments and Initials
Principal Comments and Initials

Meeting Date __/__/____
Evaluator Comments and Initials
Principal Comments and Initials

Meeting Date __/__/____
Evaluator Comments and Initials
Principal Comments and Initials

Meeting Date __/__/____
Evaluator Comments and Initials
Principal Comments and Initials

Meeting Date __/__/____
Evaluator Comments and Initials
Principal Comments and Initials

Recommendations for results of PIP

___ The Principal has met the performance goals identified through the PIP.

___ The Principal has not met the performance goals.

Next Steps: (if goals not met)

Evaluator's Signature _____ Date: _____

Principal's Signature _____ Date: _____

Principal's signature does not constitute agreement but merely signifies he/she has examined and discussed the materials with his/her evaluator. Principals shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Phil D. Galt 11/27/12

Teachers Union President Signature: Date:

Margaret Shannon 11/19/12

Administrative Union President Signature: Date:

Paul X. [unclear] 11/19/12

Board of Education President Signature: Date:

Greg F. [unclear] 11/19/12