



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

Commissioner of Education
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December 31, 2012

Gerry D. Hudson, Superintendent
Altmar-Parish-Williamstown Central School District
639 County Route 22
Parish, NY 13131

Dear Superintendent Hudson:

Congratulations. I am pleased to inform you that your multi-year (2012-2013 and 2013-2014) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Christopher J. Todd

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, May 07, 2012

Updated Monday, December 31, 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 : 460102040000

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

460102040000

1.2) School District Name: ALTMAR PARISH-WILLIAMSTOWN CSD

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

ALTMAR PARISH-WILLIAMSTOWN 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.

2012-2013 and 2013-2014

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

Created Tuesday, May 22, 2012

Updated Friday, December 21, 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 | STAR Early Literacy Enterprise |
| 1 | State-approved 3rd party assessment | STAR Early Literacy Enterprise |
| 2 | State-approved 3rd party assessment | STAR Reading Enterprise |

| | 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 | The SLO's for K-3 ELA will utilize State approved 3rd party assessments. For grade 3, the STAR assessment |
|---|---|

| | |
|---|---|
| this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | will be used as a pretest, and targets will be set for the 3rd grade state assessment. The same assessment will be used across all classrooms in the same grade level. The teacher will set the growth targets based on the pretest of the students assigned to the teacher. . The building administrator will approve the SLO. Students pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be converted to a scale score of 0-20. Teachers can achieve all scale points from 0-20. See the SLO Structure Document in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | A teacher will be rated highly effective if 90% or greater of his/her students meet the growth target. |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test). | A teacher will be rated effective if 80%-89% of his/her students meet the growth target. |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test). | A teacher will be rated developing if 65%-79% of his/her students meet the growth target. |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). | A teacher will be rated ineffective if 0%-64% of his/her students meet the growth target. |

2.3) Grades K-3 Math

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

| | Math | Assessment |
|---|-------------------------------------|--------------------------------|
| K | State-approved 3rd party assessment | STAR Early Literacy Enterprise |
| 1 | State-approved 3rd party assessment | STAR Early Literacy Enterprise |
| 2 | State-approved 3rd party assessment | STAR Early Literacy Enterprise |
| 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. | The SLO's for K-3 Math will utilize State approved 3rd party assessments. For grade 3, the STAR assessment will be used as a pretest, and targets will be set for the 3rd grade state assessment. The same assessment will be used across all classrooms in the same grade level. The teacher will set the growth targets based on the pretest of the students assigned to the teacher. . The building administrator will approve the SLO. Students pretest scores will be the baseline and will be compared to the final assessment score to determine growth. The percentage of students meeting the growth target will be |
|---|--|

converted to a scale score of 0-20. Teachers can achieve all scale points from 0-20. See the SLO Structure Document in 2.11

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

A teacher will be rated highly effective if 90% or greater of his/her students meet the growth target.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

A teacher will be rated effective if 80%-89% of his/her students meet the growth target.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

A teacher will be rated developing if 65%-79% of his/her students meet the growth target.

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

A teacher will be rated ineffective if 0%-64% of his/her students meet the growth target.

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 | An Altmar Parish Williamstown CSD locally developed Grade 6 Science Assessment |
| 7 | District, regional or BOCES-developed assessment | An Altmar Parish Williamstown CSD locally developed Grade 7 Science Assessment |

| | Science | Assessment |
|---|------------------|------------------------------------|
| 8 | State assessment | 8th Grade State Science Assessment |

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

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

The teacher will set the growth targets based on the pretest of the students assigned to the teacher. . The building administrator will approve the SLO. See the SLO Structure Document in 2.11

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

A teacher will be rated highly effective if 90% or greater of his/her students meet the growth target.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).

A teacher will be rated effective if 80%-89% of his/her students meet the growth target.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

A teacher will be rated developing if 65%-79% of his/her students meet the growth target.

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

A teacher will be rated ineffective if 0%-64% of his/her students meet the growth target.

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 | An Altmar Parish Williamstown CSD locally developed Grade 6 Social Studies Assessment |
| 7 | District, regional or BOCES-developed assessment | An Altmar Parish Williamstown CSD locally developed Grade 7 Social Studies Assessment |
| 8 | District, regional or BOCES-developed assessment | An Altmar Parish Williamstown CSD locally developed Grade 8 Social Studies Assessment |

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The teacher will set the growth targets based on the pretest of the students assigned to the teacher. . The building administrator will approve the SLO. See the SLO Structure Document in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | A teacher will be rated highly effective if 90% or greater of his/her students meet the growth target. |
| Effective (9 - 17 points) Results meet District goals for similar students. | A teacher will be rated effective if 80%-89% of his/her students meet the growth target. |
| Developing (3 - 8 points) Results are below District goals for similar students. | A teacher will be rated developing if 65%-79% of his/her students meet the growth target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | A teacher will be rated ineffective if 0%-64% of his/her students meet the growth target. |

2.6) High School Social Studies Regents Courses

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

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

| | | Assessment |
|----------|---|---|
| Global 1 | District, regional, or BOCES-developed assessment | An Altmar Parish Williamstown CSD locally developed Global 1 Assessment |

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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. | The teacher will set the growth targets based on the pretest of the students assigned to the teacher. . The building administrator will approve the SLO. See the SLO Structure Document in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | A teacher will be rated highly effective if 90% or greater of his/her students meet the growth target. |
| Effective (9 - 17 points) Results meet District goals for similar students. | A teacher will be rated effective if 80%-89% of his/her students meet the growth target. |
| Developing (3 - 8 points) Results are below District goals for similar students. | A teacher will be rated developing if 65%-79% of his/her students meet the growth target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | A teacher will be rated ineffective if 0%-64% of his/her students meet the growth target. |

2.7) High School Science Regents Courses

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

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

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The teacher will set the growth targets based on the pretest of the students assigned to the teacher. . The building administrator will approve the SLO. See the SLO Structure Document in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | A teacher will be rated highly effective if 90% or greater of his/her students meet the growth target. |
| Effective (9 - 17 points) Results meet District goals for similar students. | A teacher will be rated effective if 80%-89% of his/her students meet the growth target. |
| Developing (3 - 8 points) Results are below District goals for similar students. | A teacher will be rated developing if 65%-79% of his/her students meet the growth target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | A teacher will be rated ineffective if 0%-64% of his/her students meet the growth target. |

2.8) High School Math Regents Courses

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

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

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

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

| | |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The teacher will set the growth targets based on the pretest of the students assigned to the teacher. . The building administrator will approve the SLO. See the SLO Structure Document in 2.11 |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students. | A teacher will be rated highly effective if 90% or greater of his/her students meet the growth target. |
| Effective (9 - 17 points) Results meet District goals for similar students. | A teacher will be rated effective if 80%-89% of his/her students meet the growth target. |
| Developing (3 - 8 points) Results are below District goals for similar students. | A teacher will be rated developing if 65%-79% of his/her students meet the growth target. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | A teacher will be rated ineffective if 0%-64% of his/her students meet the growth target. |

2.9) High School English Language Arts

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

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

| | High School English Courses | Assessment |
|--------------|-------------------------------------|----------------------------|
| Grade 9 ELA | State approved 3rd party assessment | STAR Reading Enterprise |
| Grade 10 ELA | State approved 3rd party assessment | STAR Reading Enterprise |
| Grade 11 ELA | Regents assessment | English 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. | The teacher will set the growth targets based on the pretest of the students assigned to the teacher. . The building administrator will approve the SLO. See the SLO Structure Document in 2.11 |
|---|---|

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/5364/132194-TXEttx9bQW/APWCSD SLO Structure Document for 2.11_2.pdf

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 Locally Developed 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 Tuesday, May 22, 2012

Updated Monday, December 31, 2012

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 4 | 6(ii) School wide measure computed locally | NYSTP Elementary-Level ELA and Math Assessments |
| 5 | 6(ii) School wide measure computed locally | NYSTP Elementary-Level ELA and Math Assessments |

| | | |
|---|--|---|
| 6 | 6(ii) School wide measure computed locally | NYSTP Elementary-Level ELA and Math Assessments |
| 7 | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |
| 8 | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |

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.

The process for assigning HEDI categories for teachers of grades K-6 in the Altmar Parish Williamstown Central School District involves using a formula which combines the performance indices of our New York State Report Card to calculate a building wide student achievement score. This score will be converted into a HEDI rating (as shown in the table of 3.3). The formula is as follows:

1. Add
The Elementary-Level ELA Performance Index and
The Elementary-Level Math Performance Index
 2. Multiply by 15 (number of Local Achievement points – Value-Added)
 3. Divide by 400 (total possible Index points)
- The result will be converted to a HEDI rating.
The rationale and an example of this process is uploaded in 3.3 APWCSD Local Measures - Value Added 15 pts - Process for 3.3

The process for assigning HEDI categories for teachers of grades 7-12 in the Altmar Parish Williamstown Central School District involves using a formula which combines the performance indices of our New York State Report Card to calculate a building wide student achievement score. This score will be converted into a HEDI rating (as shown in the table of 3.3). The formula is as follows:

1. Add
Middle Level English Language Arts NYSTP Performance Index, and
Middle Level Math NYSTP Performance Index
Secondary-Level English Language Arts Performance Index (English 11 Regents)
Secondary-Level Mathematics Performance Index (Integrated Algebra Regents)
 2. Multiply by 15 (points available for local achievement – value added)
 3. Divide by 800 (total possible Performance Index points)
- The result will be converted to a HEDI rating.
The rationale and an example of this process is uploaded in 3.3 APWCSD Local Measures - Value Added 15 pts - Process for 3.3

| | |
|---|--|
| | We understand that the composite score must be reported in whole numbers |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 14 or 15 all teachers receive that many points and a rating of highly effective. |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 8, 9, 10, 11, 12, or 13 all teachers receive that many points and a rating of effective. |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 3, 4, 5, 6, or 7 all teachers receive that many points and a rating of developing. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 0, 1, or 2 all teachers receive that many points and a rating of ineffective. |

3.2) Grades 4-8 Math

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 4 | 6(ii) School wide measure computed locally | NYSTP Elementary-Level ELA and Math Assessments |
| 5 | 6(ii) School wide measure computed locally | NYSTP Elementary-Level ELA and Math Assessments |
| 6 | 6(ii) School wide measure computed locally | NYSTP Elementary-Level ELA and Math Assessments |
| 7 | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |
| 8 | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |

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. | The process for assigning HEDI categories for teachers of grades K-6 in the Altmar Parish Williamstown Central School District involves using a formula which combines the performance indices of our New York State Report Card to calculate a building wide student achievement score. This score will be converted into a HEDI rating (as shown in the table of 3.3). The formula is as follows: 1. Add The Elementary-Level ELA Performance Index and The Elementary-Level Math Performance Index |
|--|--|

2. Multiply by 15 (number of Local Achievement points – Value-Added)
 3. Divide by 400 (total possible Index points)
 The result will be converted to a HEDI rating.
 The rationale and an example of this process is uploaded in 3.3 APWCSD Local Measures - Value Added 15 pts - Process for 3.3

The process for assigning HEDI categories for teachers of grades 7-12 in the Altmar Parish Williamstown Central School District involves using a formula which combines the performance indices of our New York State Report Card to calculate a building wide student achievement score. This score will be converted into a HEDI rating (as shown in the table of 3.3). The formula is as follows:

1. Add
 Middle Level English Language Arts NYSTP Performance Index, and
 Middle Level Math NYSTP Performance Index
 Secondary-Level English Language Arts Performance Index (English 11 Regents)
 Secondary-Level Mathematics Performance Index (Integrated Algebra Regents)
 2. Multiply by 15 (points available for local achievement – value added)
 3. Divide by 800 (total possible Performance Index points)
 The result will be converted to a HEDI rating.
 The rationale and an example of this process is uploaded in 3.3 APWCSD Local Measures - Value Added 15 pts - Process for 3.3
 We understand that the composite score must be reported in whole numbers

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Using the formula described above, if the results are a 14 or 15 all teachers receive that many points and a rating of highly effective.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Using the formula described above, if the results are a 8, 9, 10, 11, 12, or 13 all teachers receive that many points and a rating of effective.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Using the formula described above, if the results are a 3, 4, 5, 6, or 7 all teachers receive that many points and a rating of developing.

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

Using the formula described above, if the results are a 0, 1, or 2 all teachers receive that many points and a rating of ineffective.

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/132200-rhJdBgDruP/APWCSD Local Measures - Value Added 15 pts - Process for 3.3 \(revised 12-31-12gdh\) .pdf](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.4) Grades K-3 ELA

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| K | 6(ii) School-wide measure computed locally | NYSTP Elementary-Level ELA and Math Assessments |
| 1 | 6(ii) School-wide measure computed locally | NYSTP Elementary-Level ELA and Math Assessments |
| 2 | 6(ii) School-wide measure computed locally | NYSTP Elementary-Level ELA and Math Assessments |
| 3 | 6(ii) School-wide measure computed locally | NYSTP Elementary-Level ELA and Math Assessments |

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. | The process for assigning HEDI categories for teachers of grades K-6 in the Altmar Parish Williamstown Central School District involves using a formula which combines the performance indices of our New York State Report Card to calculate a building wide student achievement score. This score will be converted into a HEDI rating (as shown in the table of 3.13). The formula is as follows: 1. Add The Elementary-Level ELA Performance Index and The Elementary-Level Math Performance Index 2. Multiply by 20 (number of Local Achievement points – Other Teachers) 3. Divide by 400 (total possible Index points) The result will be converted to a HEDI rating. The rationale and an example of this process is uploaded in 3.13 APWCSD Local Measures - All Other Teachers 20 pts - Process for 3.13 We understand that the composite score must be reported in whole numbers |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 18, 19, or 20 all teachers receive that many points and a rating of highly effective. |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 9, 10, 11, 12, 13, 14, 15, 16, or 17 all teachers receive that many points and a rating of effective. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 3, 4, 5, 6, 7, or 8 all teachers receive that many points and a rating of developing. |

| | |
|--|---|
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 0, 1, or 2 all teachers receive that many points and a rating of ineffective. |
|--|---|

3.5) Grades K-3 Math

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| K | 6(ii) School-wide measure computed locally | NYSTP Elementary-Level ELA and Math Assessments |
| 1 | 6(ii) School-wide measure computed locally | NYSTP Elementary-Level ELA and Math Assessments |
| 2 | 6(ii) School-wide measure computed locally | NYSTP Elementary-Level ELA and Math Assessments |
| 3 | 6(ii) School-wide measure computed locally | NYSTP Elementary-Level ELA and Math Assessments |

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. | <p>The process for assigning HEDI categories for teachers of grades K-6 in the Altmar Parish Williamstown Central School District involves using a formula which combines the performance indices of our New York State Report Card to calculate a building wide student achievement score. This score will be converted into a HEDI rating (as shown in the table of 3.13). The formula is as follows:</p> <ol style="list-style-type: none"> 1. Add The Elementary-Level ELA Performance Index and The Elementary-Level Math Performance Index 2. Multiply by 20 (number of Local Achievement points – Other Teachers) 3. Divide by 400 (total possible Index points) <p>The result will be converted to a HEDI rating. The rationale and an example of this process is uploaded in 3.13 APWCSD Local Measures - All Other Teachers 20 pts - Process for 3.13 We understand that the composite score must be reported in whole numbers</p> |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 18, 19, or 20 all teachers receive that many points and a rating of highly effective. |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 9, 10, 11, 12, 13, 14, 15, 16, or 17 all teachers receive that many points and a rating of effective. |

| | |
|--|---|
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 3, 4, 5, 6, 7, or 8 all teachers receive that many points and a rating of developing. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 0, 1, or 2 all teachers receive that many points and a rating of ineffective. |

3.6) Grades 6-8 Science

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 6 | Not applicable | Not applicable |
| 7 | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |
| 8 | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |

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. | <p>The process for assigning HEDI categories for teachers of grades 7-12 in the Altmar Parish Williamstown Central School District involves using a formula which combines the performance indices of our New York State Report Card to calculate a building wide student achievement score. This score will be converted into a HEDI rating (as shown in the table of 3.13). The formula is as follows:</p> <ol style="list-style-type: none"> 1. Add Middle Level English Language Arts NYSTP Performance Index, and Middle Level Math NYSTP Performance Index Secondary-Level English Language Arts Performance Index (English 11 Regents) Secondary-Level Mathematics Performance Index (Integrated Algebra Regents) 2. Multiply by 20 (points available for local achievement – Other Teachers) 3. Divide by 800 (total possible Performance Index points) The result will be converted to a HEDI rating. The rationale and an example of this process is uploaded in 3.13 APWCSD Local Measures - All Other Teachers 20 pts - Process for 3.13 We understand that the composite score must be reported in whole numbers |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 18, 19, or 20 all teachers receive that many points and a rating of highly effective. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement | Using the formula described above, if the results are a 9, 10, 11, 12, 13, 14, 15, 16, or 17 all teachers receive that |

| | |
|--|---|
| for grade/subject. | many points and a rating of effective. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 3, 4, 5, 6, 7, or 8 all teachers receive that many points and a rating of developing. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 0, 1, or 2 all teachers receive that many points and a rating of ineffective. |

3.7) Grades 6-8 Social Studies

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|---|---|---|
| 6 | Not applicable | Not applicable |
| 7 | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |
| 8 | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |

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. | <p>The process for assigning HEDI categories for teachers of grades 7-12 in the Altmar Parish Williamstown Central School District involves using a formula which combines the performance indices of our New York State Report Card to calculate a building wide student achievement score. This score will be converted into a HEDI rating (as shown in the table of 3.13). The formula is as follows:</p> <ol style="list-style-type: none"> 1. Add Middle Level English Language Arts NYSTP Performance Index, and Middle Level Math NYSTP Performance Index Secondary-Level English Language Arts Performance Index (English 11 Regents) Secondary-Level Mathematics Performance Index (Integrated Algebra Regents) 2. Multiply by 20 (points available for local achievement – Other Teachers) 3. Divide by 800 (total possible Performance Index points) The result will be converted to a HEDI rating. The rationale and an example of this process is uploaded in 3.13 APWCSD Local Measures - All Other Teachers 20 pts - Process for 3.13 We understand that the composite score must be reported |
|---|---|

| | |
|---|---|
| | in whole numbers |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 18, 19, or 20 all teachers receive that many points and a rating of highly effective. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 9, 10, 11, 12, 13, 14, 15, 16, or 17 all teachers receive that many points and a rating of effective. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 3, 4, 5, 6, 7, or 8 all teachers receive that many points and a rating of developing. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 0, 1, or 2 all teachers receive that many points and a rating of ineffective. |

3.8) High School Social Studies

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|------------------|---|---|
| Global 1 | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |
| Global 2 | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |
| American History | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |

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. | <p>The process for assigning HEDI categories for teachers of grades 7-12 in the Altmar Parish Williamstown Central School District involves using a formula which combines the performance indices of our New York State Report Card to calculate a building wide student achievement score. This score will be converted into a HEDI rating (as shown in the table of 3.13). The formula is as follows:</p> <ol style="list-style-type: none"> 1. Add Middle Level English Language Arts NYSTP Performance Index, and Middle Level Math NYSTP Performance Index |
|---|---|

Secondary-Level English Language Arts Performance Index (English 11 Regents)
 Secondary-Level Mathematics Performance Index (Integrated Algebra Regents)
 2. Multiply by 20 (points available for local achievement – Other Teachers)
 3. Divide by 800 (total possible Performance Index points)
 The result will be converted to a HEDI rating.
 The rationale and an example of this process is uploaded in 3.13 APWCSD Local Measures - All Other Teachers 20 pts - Process for 3.13
 We understand that the composite score must be reported in whole numbers

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Using the formula described above, if the results are a 18, 19, or 20 all teachers receive that many points and a rating of highly effective.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Using the formula described above, if the results are a 9, 10, 11, 12, 13, 14, 15, 16, or 17 all teachers receive that many points and a rating of effective.

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

Using the formula described above, if the results are a 3, 4, 5, 6, 7, or 8 all teachers receive that many points and a rating of developing.

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

Using the formula described above, if the results are a 0, 1, or 2 all teachers receive that many points and a rating of ineffective.

3.9) High School Science

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|--------------------|---|---|
| Living Environment | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |
| Earth Science | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |
| Chemistry | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |
| Physics | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |

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.

| | |
|--|--|
| <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 3.13, below.</p> | <p>The process for assigning HEDI categories for teachers of grades 7-12 in the Altmar Parish Williamstown Central School District involves using a formula which combines the performance indices of our New York State Report Card to calculate a building wide student achievement score. This score will be converted into a HEDI rating (as shown in the table of 3.13). The formula is as follows:</p> <ol style="list-style-type: none"> 1. Add Middle Level English Language Arts NYSTP Performance Index, and Middle Level Math NYSTP Performance Index Secondary-Level English Language Arts Performance Index (English 11 Regents) Secondary-Level Mathematics Performance Index (Integrated Algebra Regents) 2. Multiply by 20 (points available for local achievement – Other Teachers) 3. Divide by 800 (total possible Performance Index points) The result will be converted to a HEDI rating. The rationale and an example of this process is uploaded in 3.13 APWCSD Local Measures - All Other Teachers 20 pts - Process for 3.13 We understand that the composite score must be reported in whole numbers |
| <p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Using the formula described above, if the results are a 18, 19, or 20 all teachers receive that many points and a rating of highly effective.</p> |
| <p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Using the formula described above, if the results are a 9, 10, 11, 12, 13, 14, 15, 16, or 17 all teachers receive that many points and a rating of effective.</p> |
| <p>Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Using the formula described above, if the results are a 3, 4, 5, 6, 7, or 8 all teachers receive that many points and a rating of developing.</p> |
| <p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p> | <p>Using the formula described above, if the results are a 0, 1, or 2 all teachers receive that many points and a rating of ineffective.</p> |

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 | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |
| Geometry | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |

| | | |
|-----------|--|---|
| Algebra 2 | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |
|-----------|--|---|

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. | <p>The process for assigning HEDI categories for teachers of grades 7-12 in the Altmar Parish Williamstown Central School District involves using a formula which combines the performance indices of our New York State Report Card to calculate a building wide student achievement score. This score will be converted into a HEDI rating (as shown in the table of 3.13). The formula is as follows:</p> <ol style="list-style-type: none"> 1. Add Middle Level English Language Arts NYSTP Performance Index, and Middle Level Math NYSTP Performance Index Secondary-Level English Language Arts Performance Index (English 11 Regents) Secondary-Level Mathematics Performance Index (Integrated Algebra Regents) 2. Multiply by 20 (points available for local achievement – Other Teachers) 3. Divide by 800 (total possible Performance Index points) The result will be converted to a HEDI rating. The rationale and an example of this process is uploaded in 3.13 APWCSD Local Measures - All Other Teachers 20 pts - Process for 3.13 We understand that the composite score must be reported in whole numbers |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 18, 19, or 20 all teachers receive that many points and a rating of highly effective. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 3, 4, 5, 6, 7, or 8 all teachers receive that many points and a rating of developing.. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 3, 4, 5, 6, or 7 all teachers receive that many points and a rating of developing. |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 0, 1, or 2 all teachers receive that many points and a rating of ineffective. |

3.11) High School English Language Arts

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

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

| | Locally-Selected Measure from List of Approved Measures | Assessment |
|--------------|---|---|
| Grade 9 ELA | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |
| Grade 10 ELA | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |
| Grade 11 ELA | 6(ii) School wide measure computed locally | NYSTP Middle-Level ELA and Math Assessments, English 11 Regents, and Integrated Algebra Regents |

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

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

| | |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | <p>The process for assigning HEDI categories for teachers of grades 7-12 in the Altmar Parish Williamstown Central School District involves using a formula which combines the performance indices of our New York State Report Card to calculate a building wide student achievement score. This score will be converted into a HEDI rating (as shown in the table of 3.13). The formula is as follows:</p> <ol style="list-style-type: none"> 1. Add Middle Level English Language Arts NYSTP Performance Index, and Middle Level Math NYSTP Performance Index Secondary-Level English Language Arts Performance Index (English 11 Regents) Secondary-Level Mathematics Performance Index (Integrated Algebra Regents) 2. Multiply by 20 (points available for local achievement – Other Teachers) 3. Divide by 800 (total possible Performance Index points) The result will be converted to a HEDI rating. The rationale and an example of this process is uploaded in 3.13 APWCSD Local Measures - All Other Teachers 20 pts - Process for 3.13 We understand that the composite score must be reported in whole numbers |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 18, 19, or 20 all teachers receive that many points and a rating of highly effective. |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Using the formula described above, if the results are a 9, 10, 11, 12, 13, 14, 15, 16, or 17 all teachers receive that many points and a rating of effective. |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement | Using the formula described above, if the results are a 3, 4, 5, 6, 7, or 8 all teachers receive that many points and a |

School District involves using a formula which combines the performance indices of our New York State Report Card to calculate a building wide student achievement score. This score will be converted into a HEDI rating (as shown in the table of 3.13). The formula is as follows:

1. Add
Middle Level English Language Arts NYSTP Performance Index, and
Middle Level Math NYSTP Performance Index
Secondary-Level English Language Arts Performance Index (English 11 Regents)
Secondary-Level Mathematics Performance Index (Integrated Algebra Regents)
2. Multiply by 20 (points available for local achievement – Other Teachers)
3. Divide by 800 (total possible Performance Index points)

The result will be converted to a HEDI rating. The rationale and an example of this process is uploaded in 3.13 APWCSD Local Measures - All Other Teachers 20 pts - Process for 3.13

We understand that the composite score must be reported in whole numbers

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.

Using the formula described above, if the results are a 18, 19, or 20 all teachers receive that many points and a rating of highly effective.

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Using the formula described above, if the results are a 9, 10, 11, 12, 13, 14, 15, 16, or 17 all teachers receive that many points and a rating of effective.

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

Using the formula described above, if the results are a 3, 4, 5, 6, 7, or 8 all teachers receive that many points and a rating of developing.

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

Using the formula described above, if the results are a 0, 1, or 2 all teachers receive that many points and a rating of ineffective.

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

(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/5139/132200-y92vNseFa4/APWCSD Local Measures - All Other Teachers 20 pts - Process for 3.13 (revised 12-31-12 gdh) .pdf

3.14) Locally Developed Controls

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

controls or adjustments.

No Locally Developed Controls

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

Based on utilizing the school-wide method the Altmar Parish Williamstown Central School District will have no teachers that will have multiple locally selected measures that will need to be changed into a single subcomponent.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, May 22, 2012

Updated Monday, December 31, 2012

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

| | |
|--|----|
| Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points] | 40 |
| 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 | 20 |

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.

All standards will be evaluated using the NYSUT Teacher Practice Rubric. Teachers will earn points based on evidence submitted, collected, and evaluated using the NYSUT Practice Rubric. Points for each evaluated indicator will be assigned as follows:

Ineffective = 1

Developing = 2

Effective = 3

Highly Effective = 4

A raw score will be calculated to the nearest thousandth by the following method:

Total Points Collected/Number of Indicators Evaluated

Example: Raw Score of 255 points / 79 Indicators = 3.227

The raw score will then be converted to composite points as outlined in the attached table.

The rubric value listed is the minimum score necessary to achieve the corresponding HEDI point value

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

[assets/survey-uploads/5091/132201-eka9yMJ855/APWCSD 60% Other Measures for Teachers Conversion Chart 4.5 \(revised 12-31-12 gdh\).pdf](#)

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

| | |
|---|--|
| Highly Effective: Overall performance and results exceed NYS Teaching Standards. | The teacher would be Highly Effective for the other measures subcomponent if his or her score were a 59-60 |
| Effective: Overall performance and results meet NYS Teaching Standards. | The teacher would be Effective for the other measures subcomponent if his or her score were a 57-58 |
| Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. | The teacher would be Developing for the other measures subcomponent if his or her score were a 50-56 |
| Ineffective: Overall performance and results do not meet NYS Teaching Standards. | The teacher would be Ineffective for the other measures subcomponent if his or her score were a 0-49 |

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

Independent evaluators

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

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

-
- In Person
-

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

-
- In Person
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

| | |
|--|---|
| 4.7) Observations of Tenured Teachers Formal/Long | 1 |
| 4.7) Observations of Tenured Teachers Informal/Short | 2 |
| 4.7) Observations of Tenured Teachers Total | 3 |

By trained in-school peer teachers or other trained reviewers

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

Independent evaluators

| | |
|----------------|---|
| Formal/Long | 0 |
| Informal/Short | 0 |

Will formal/long observations of 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 Tuesday, May 22, 2012

Updated Saturday, December 08, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Tuesday, May 22, 2012

Updated Monday, December 31, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/132203-Df0w3Xx5v6/APWCSD APPR Plan Appendix 8 - TIP.pdf](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

In accordance with New York State Education Law §3012-c and Commissioner's Regulations §30-12.11 the following procedure will be used to initiate, review and resolve any and all appeals related to members of the APWFA:

Appeals of annual professional performance reviews are limited to those that rate a teacher as "ineffective" or "developing" only. The scope of the appeals procedure under Education Law §3012-c shall be limited to the following subjects:

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

A teacher may not appeal the same component of the same APPR. All grounds for appeal must be raised with specificity. Any grounds not raised at the time the appeal is filed shall be deemed null and void.

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

The APWCSD Annual Professional Performance Review Appeal Process for Teachers:

Stage 1 – No later than ten (10) school days from when an action of noncompliance is committed, or no later than ten (10) school days from the date when the teacher receives the annual summative professional performance review [composite score], he/she must submit a detailed written description of the specific areas of disagreement regarding the performance review to the Lead Evaluator. If a teacher is challenging the issuance of an improvement plan, appeals must be filed within ten (10) school days of placement on such plan. Any and all documents and/or materials having relevance to the appeal must be submitted as attachments. A copy of the performance review being appealed must also be included. Due to unforeseen circumstances, an additional extension of five (5) school days may be requested by the teacher and/or APWFA for the purpose of filing the appeal. Failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Stage 2 – Within ten (10) school days of receipt of an appeal, the evaluator who issued the performance review or was or is responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit, to the teacher, a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the evaluator's response and are relevant to the resolution of the appeal. A meeting, between the evaluator, the teacher, and the teacher's union representation at the request of the teacher, will take place within five (5) school days of the evaluator's response to discuss identified areas of disagreement and to attempt to come to a resolution of those issues.

Within the fifteen (15) school days above, if the Lead Evaluator upholds the appeal by agreeing that an error has been made, the changes will be made immediately. The Lead Evaluator notifies the Superintendent of Schools regarding the annual professional performance review amendment. If the Lead Evaluator disagrees with the documentation provided the appeal is denied.

Stage 3 – If the parties are unable to come to an agreement, all materials will be submitted to the Superintendent within five (5) school days of the Lead Evaluator's decision in Stage 2. The Superintendent, or his/her designee, has the authority to modify a rating immediately if it has been affected by substantial error or defect, or order a re-evaluation if procedures have been violated. Examples that constitute immediate approval of an appeal include, but are not limited to the following:

- *the evaluator not conducting the observations for the specified time periods,*
- *the evaluator not providing feedback within the specified time periods,*
- *the evaluator not conducting post-observation conferences within the specific time periods,*
- *the evaluator not conducting a pre-observation conference prior to conducting a formal observation.*

If no such error or defect is readily determined, the Superintendent will convene a Review Team comprised of the Superintendent, The APWFA president, another association member chosen by the APWFA president and another administrator chosen by the Superintendent within five (5) school days of the receipt of the appeal. The role of the review team will be to review the facts and evidence submitted by the teacher and evaluator.

Review Team fact-finding shall take no more than five (5) school days, the Superintendent then has five (5) school days to provide the teacher with the decision based on the merits of the appeal and the consensus of the Review Team. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the teacher's appeal. A copy of the decision shall be provided to the teacher, the evaluator and the APWFA President.

Within five (5) business days of the Review Team's decision the teacher may forward the appeal to the APWCSD Board of Education. Within ten (10) business days the Board shall convene in Executive Session to deliberate the appeal. All parties to the appeal will be available at this session. The Board will make every attempt to render a decision at the conclusion of the proceedings; however, they will be required to make their decision within five (5) business days thereof. The Board's decision shall be final and binding and not be subject to any other contractual grievance procedures.

In the case where the Superintendent is the evaluator, the APW Board of Education shall appoint another appeal officer.

No disciplinary action predicated upon ineffective performance shall be taken by the District against a teacher until the appeal process has been concluded.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The Altmar Parish Williamstown Central School District Board of Education will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation.

The "Lead Evaluator" is the administrator who is primarily responsible for a teacher's evaluation under Chapter 103. The term 'evaluator' shall include any administrator who conducts an observation or evaluation of a teacher. The district will utilize the BOCES Network Team evaluator training and lead evaluator training for certification in accordance with SED procedures and processes. The training will occur on a monthly basis throughout the school year with the total training time commensurate with SED expectations. Lead evaluator training will include training on:

- 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;*
- 4. Application and use of the teacher or principal rubric(s), 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 locally selected measures of student achievement used by the district evaluate its teachers or principals;*
- 7. Use of the Statewide Instructional Reporting System;*
- 8. The scoring methodology 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; and*
- 9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.*

Upon completion of the initial year-long trainings for evaluators and lead evaluators, administrators will be certified as lead evaluators. Follow up training for evaluators/lead evaluators will be provided by the Oswego County BOCES Network Team. The training will support the continued growth in understanding of the elements of performance review listed above; Administrators who complete the annual follow-up training will be recertified as lead evaluators. The BOE designates the superintendent to ensure that lead evaluators participate in the initial yearlong training for lead evaluators and then participate in the ongoing training on an annual basis for purposes of continues growth in understanding of the teacher performance evaluation process. The Oswego County BOCES Network Team will be utilized to provide the initial training as well as the ongoing annual training. The initial training for evaluators/lead evaluators and the annual training, thereafter for the purposes of continues growth will maintain inter-rater reliability of evaluators over time. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

If a building principal was certified by his or her district as a lead evaluator (meaning that he or she was properly trained to be an evaluator), his or her evaluations of teachers will not be declared invalid if the principal receives a Developing or Ineffective rating.

Any evaluator (administrator or supervisor) who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be fully trained and/or certified as required by Education Law §3012-c and the implementing Regulations of the Commissioner of Education prior to conducting a teacher evaluation and shall be employed by the District as a full time administrator. Should an existing administrator be reduced to part time, he/she may continue to do observations and evaluations. Such training shall include application and use of the State-approved teacher practice rubric selected by the parties for use in evaluations.

The District will maintain a list of trained certified and recertified lead evaluators. This list will be provided to the Association at the beginning of the school year upon request

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 Checked

| | |
|---|---------|
| school year for which the classroom teacher's performance is being measured. | |
| 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, May 22, 2012

Updated Friday, December 07, 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):

| |
|---------------|
| K-6 |
| 7-8 |
| 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 |
|------------------------|----------------------------|------------------------|
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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. All principals covered in 7.1 above |
| 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.

Not applicable. No adjustments, controls, or other special considerations will be needed.

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, May 22, 2012

Updated Monday, December 31, 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 |
|---------------------|---|---|
| K-6 | (d) measures used by district for teacher evaluation | NYSTP Elementary-Level ELA Math Assessments |
| 7-12 | (d) measures used by district for teacher evaluation | NYSTP Middle-Level ELA Math Assessments, English 11 Regents, and Integrated Algebra Regents |
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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.

| | |
|--|--|
| <p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p> | <p>The process for assigning HEDI categories for principals of grades K-6 in the Altmar Parish Williamstown Central School District involves using a formula which combines the performance indices of our New York State Report Card to calculate a building wide student achievement score. This score will be converted into a HEDI rating (as shown in the table of 8.1). The formula is as follows:</p> <ol style="list-style-type: none"> 1. Add The Elementary-Level ELA Performance Index and The Elementary-Level Math Performance Index 2. Multiply by 15 (number of Local Achievement points – Value Added) 3. Divide by 400 (total possible Index points) <p>The result will be converted to a HEDI rating. The rationale and an example of this process is uploaded in 8.1 APWCSD Local Measures - Value Added 15 pts - Process for 8.1 Principals</p> <p>The process for assigning HEDI categories for principals</p> |
|--|--|

of grades 7-12 in the Altmar Parish Williamstown Central School District involves using a formula which combines the performance indices of our New York State Report Card to calculate a building wide student achievement score. This score will be converted into a HEDI rating (as shown in the table of 8.1). The formula is as follows:

1. Add Middle Level English Language Arts NYSTP Performance Index, and Middle Level Math NYSTP Performance Index, and Secondary-Level English Language Arts Performance Index (English 11 Regents), and Secondary-Level Mathematics Performance Index (Integrated Algebra Regents)
2. Multiply by 15 (points available for local achievement – Value Added)
3. Divide by 800 (total possible Performance Index points)

The result will be converted to a HEDI rating. The rationale and an example of this process is uploaded in 8.1 APWCSD Local Measures - Value Added 15 pts - Process for 8.1 Principals
We understand that the composite score must be reported in whole numbers.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Using the formula described above, if the results are a 14 or 15 all principals receive that many points and a rating of highly effective.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Using the formula described above, if the results are a 8, 9, 10, 11, 12, or 13 all principals receive that many points and a rating of effective.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Using the formula described above, if the results are a 3, 4, 5, 6, or 7 all principals receive that many points and a rating of developing.

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

Using the formula described above, if the results are a 0, 1, or 2 all principals receive that many points and a rating of ineffective.

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

(No response)

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

assets/survey-uploads/5366/132205-qBFVOWF7fC/APWCSD Local Measures - Value Added 15 pts - Process for 8.1 Principals (revised 12-31-12 gdh) .pdf

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

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

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment |
|---------------------|---|------------|
| | | |
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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. All principals addressed in 8.1 |
| 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.

Not applicable. No adjustments, controls, or other special considerations will be needed.

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.

Based on the school-wide method the Altmar Parish Williamstown Central School District will have no principals that will have multiple locally selected measures that will need to be changed into a single subcomponent.

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, May 22, 2012

Updated Monday, December 31, 2012

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

The Multidimensional Principal Performance Rubric will be used to evaluate the principal's effectiveness. Through mutual agreement, one indicator of each domain will be chosen as an area of focus. Each of the six domains will be given a value of 1-4. A point value of 1 recognizes that there is limited/no evidence available which, in turn, indicates that the principal's performance results do not meet the level of performance expected by the District and would receive an Ineffective HEDI rating. A point value of 2 would indicate that some evidence was available to indicate that the principal's performance and results need improvement and would result in a Developing HEDI rating. A point value of 3 recognizes that sufficient evidence is available to indicate that the principal's overall performance and results meet the level of performance that would result in an Effective HEDI rating. Finally, a point value of 4 recognizes that there is an abundance of evidence available to show that the principal's overall performance and results exceed the level of performance that would result in a Highly Effective HEDI rating. The Superintendent of Schools and the Principal will collaboratively decide upon the quality of the evidence gathered for each of the performance indicators within the six domains. Upon completion of assigning point values for each of the six domains, the values will be added up and an average will be determined. A conversion chart will be used to translate the numerical value of the average into a composite rating for the 60 points. All scores will be rounded using standard mathematical operations and will not result in a principal's promotion from one band to the next. The rubric value listed is the minimum score necessary to achieve the corresponding HEDI point value. See charts below:

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/5143/132206-pMADJ4gk6R/APWCSD 60% Other Measures 9.7 Principals (revised 12-31-2012 gdh)_1.pdf

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

| | |
|---|---|
| Highly Effective: Overall performance and results exceed standards. | Based on the District's goals and priorities the principal's overall performance and results exceeds the level of performance expected as assessed by the Multidimensional Rubric and would receive a rating of Highly Effective if a score of 59-60 is achieved. |
| Effective: Overall performance and results meet standards. | Based on the District's goals and priorities the principal's overall performance and results meets the level of |

| | |
|--|--|
| | performance expected as assessed by the Multidimensional Rubric and would receive a rating of Effective if a score of 57-58 is achieved. |
| Developing: Overall performance and results need improvement in order to meet standards. | Based on the District's goals and priorities the principal's overall performance and results needs improvement in order to meet the level of performance expected as assessed by the Multidimensional Rubric and would receive a rating of Developing if a score of 50-56 is achieved. |
| Ineffective: Overall performance and results do not meet standards. | Based on the District's goals and priorities the principal's overall performance and results does not meet the level of performance expected as assessed by the Multidimensional Rubric and would receive a rating of Ineffective if a score of 0-49 is achieved. |

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

| | |
|----------------------------------|---|
| By supervisor | 6 |
| By trained administrator | 0 |
| By trained independent evaluator | 0 |
| Enter Total | 6 |

Tenured Principals

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

10. Composite Scoring (Principals)

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Updated Saturday, December 08, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, May 22, 2012

Updated Monday, December 31, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/132208-Df0w3Xx5v6/APWCSD APPR Plan for Principals - Appendix 10 - Principal Improvement Plan.pdf](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

In accordance with New York State Education Law §3012-c and Commissioner's Regulations §30-12.11 the following procedure is the exclusive means to initiate, review and resolve any and all appeals for member's of the APWAA.

Appeals of annual professional performance reviews are limited to those that rate a tenured principal as "developing" and "ineffective" only. The scope of the appeals procedure under Education Law §3012-c shall be limited to the following subjects:

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

A principal may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity with one appeal. Any grounds not raised at the time the appeal is filed shall be deemed null and void.

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

A principal may not initiate an appeal until they receive their composite score.

A pending appeal under this plan will not serve to delay or interfere with the decision of the District to deny tenure or terminate a probationary principal for statutorily and constitutionally permissible reasons other than the principal's performance that is the subject of the appeal, and in no case can an appeal create delays that result in a principal obtaining tenure by estoppels.

The Altmar Parish Williamstown Annual Professional Performance Review for Principals Appeal Procedure shall be:

Stage 1 – No later than ten (10) school days from the date when the principal receives the annual summative professional performance review, he/she must submit a detailed written description of the specific areas of disagreement regarding the performance review to the Superintendent of Schools. Any and all documents and/or materials having relevance to the appeal must be submitted as attachments. A copy of the performance review being appealed must also be included. Any information not submitted at the time the appeal is filed shall not be considered. The failure to file an appeal within this timeframe shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

Stage 2 – Within fifteen (15) school days of receipt of an appeal, the Superintendent of Schools who issued the performance review must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the Superintendent's response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response including any and all additional information. If the Superintendent of Schools upholds the appeal by agreeing that an error has been made, the changes can be made immediately. If the Superintendent disagrees with the documentation provided the appeal is denied.

Stage 3 – Should the principal wish to pursue an appeal denial by the Superintendent, the decision shall be rendered by a three person review panel. Within five (5) school days of Stage 2 above, a review panel comprised of one administrator appointed by the APWAA, an administrator appointed by the Superintendent, and a Board of Education member mutually agreed upon by the APWAA and the Superintendent. The panel shall issue a written decision on the merits of the appeal no later than thirty (30) school days from the date when the principal filed his/her appeal. The panel's decision shall be final and binding.

Non-tenured principals will not have the right to appeal their overall composite score or summative annual professional performance review. Non-tenured principals may add a written response to the annual evaluation which will be kept in his/her personnel file with the annual evaluation.

Exclusivity of §3012-C Appeal Procedure

The 3012-c appeal procedure herein outlined shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal's performance review. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review except as otherwise authorized by law.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Altmar Parish Williamstown Central School District Board of Education will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation.

The district will utilize the BOCES Network Team evaluator training and lead evaluator training for certification in accordance with

SED procedures and processes.. The training will occur on a monthly basis throughout the school year with the total training time commensurate with SED expectations. Lead evaluator training will include training on:

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;
4. Application and use of the teacher or principal rubric(s), 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 locally selected measures of student achievement used by the district evaluate its teachers or principals;
7. Use of the Statewide Instructional Reporting System;
8. The scoring methodology 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; and
9. Specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Upon completion of the initial year-long trainings for evaluators and lead evaluators, administrators will be certified as lead evaluators. Follow up training for evaluators/lead evaluators will be provided by the Oswego County BOCES Network Team. The training will support the continued growth in understanding of the elements of performance review listed above; Administrators who complete the annual follow-up raining will be recertified as lead evaluators. The BOE designates the superintendent to ensure that lead evaluators participate in the initial yearlong training for lead evaluators and then participate in the ongoing training on an annual basis for purposes of continues growth in understanding of the teacher performance evaluation process. The Oswego County BOCES Network Team will be utilized to provide the initial training as well as the ongoing annual training. The initial training for evaluators/lead evaluators and the annual training, thereafter for the purposes of continues growth will maintain inter-rater reliability of evaluators over time. Any individual who fails to achieve required training or certification or re-certification, as applicable, shall not conduct or complete evaluations.

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, May 22, 2012

Updated Monday, December 31, 2012

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12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/132209-3Uqgn5g9Iu/APWCSD Signature Page \(12-31-2012\).pdf](assets/survey-uploads/5581/132209-3Uqgn5g9Iu/APWCSD%20Signature%20Page%20(12-31-2012).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.

ALTMAR PARISH WILLIAMSTOWN CENTRAL SCHOOL DISTRICT

Student Learning Objectives: 5 Questions Structure Document

#1 Assess and identify District needs.

The biggest challenge for the Altmar Parish Williamstown Central School District currently is academic achievement. Our students are not achieving at levels that indicate college or career readiness. A four year Master Achievement Plan (MAP) has been drafted to address this issue that establish the following goals:

- 80% of all student subgroups in Grades 3-8 taking the New York State Assessments in Mathematics and ELA will achieve at or above performance level 3.
 - 95% of all student subgroups in Grades 4 & 8 taking the New York State Assessments in Science will achieve at or above performance level 3.
 - 90% of all students taking a New York State Regents examination will achieve a local passing score. (local passing score being established as 65%)
 - 80% of all students taking a New York State Regents examination will achieve a local aspiration score. (local aspiration score being established as 80% for Mathematics and 75% for all other Regents Exams)
- 80% of all students in grade levels and/or subject areas that do not have a New York State Assessment will achieve at or above the established proficiency rate on their required Student Learning Objective.

#2 Who needs a Student Learning Objective (SLO) for growth measurement?

Teachers requiring Student Learning Objectives in the Altmar Parish Williamstown Central School District are

- Common Core Teachers for grades K, 1, 2, 3, 9, 10, 11, 12
- Specialist Teachers for grades K-12 in Art, Music, Physical Education, Health, Family & Career Sciences, Technology, and Foreign Language.

#3 How will Student Learning Objectives (SLOs) get set?

The following is a summary of APWCSD Student Learning Objective rules. The completion of an SLO under these District rules will meet the minimum requirements for a comparable growth measure in subjects without a State-provided growth measure. The chart that follows indicates specifically how these rules are applied.

- The lead evaluator approves each teacher's SLO goals
- The lead evaluator monitors/assesses each teacher's SLO results
- The lead evaluator will ensure all assessments, including those used for SLO evidence, are secure and not scored by teachers and principals with a vested interest in the outcome of the assessments they score
- Teachers will work in consultation with the lead evaluator to develop SLO targets based on district's and buildings unique priorities and needs
- Teachers will specify priority learning standards within a grade or subject around which assessments or performance tasks
- Teachers will use common assessments across a grade or subject within the District for their SLO evidence
- Teachers and lead evaluator will reflect on student learning results and consider implication for future practice
- An SLO must be completed by all teachers who teach anything other than 4-8 ELA and/or Math (SLO teachers)
- If an SLO teacher has any course with a state provided assessment, at least 1 SLO must use that population/course
- An SLO teacher must create an SLO for courses taught that cover the largest number of students, combining sections with common assessments until a majority (over 50%) is obtained. This may result in at least 2 SLOs or more for any SLO teacher
- Each SLO must have at least, but not limited to, one source of evidence
- Any SLO written for a course/population ending in a Regents Exam must use the Regents Exam as evidence
- For core subjects: 6-8 science and social studies, HS ELA, math, science and social studies SLOs must use as evidence
 - State assessments (if one exists – eg: Gr. 8 Science, HS ELA 11, etc)
 - If no state assessment exists SLOs must use the District's selected, State approved 3rd party assessment

#4 Establish expectations for scoring SLOs and for determining teacher ratings for the growth component.

Required Student Learning Objectives will be submitted, on the provided District template, by teachers for approval on or before the 2nd Monday of each October. Principal feedback on SLOs as to approval or necessary amendments will be made by October 31st of each school year.

**Student Learning Objectives Rating Chart for the Student Growth Subcomponent
(SLOs incorporate a state-provided growth Model)**

| Level | POINTS | Growth or Comparable Measures |
|-------------------------|--------------|---|
| Highly Effective | 18-20 | Results are well-above state average for similar students (or district goals if no state test). |
| Effective | 9-17 | Results meet state average for similar students (or district goals if no state test). |
| Developing | 3-8 | Results are below state average for similar students (or district goals if no state test). |
| Ineffective | 0-2 | Results are well-below state average for similar students (or district goals if no state test). |

Example: A minimum expectation of 80% of students achieving at a specific level will equate to an SLO rating of 9.

**Student Learning Objectives Rating Chart for the Student Growth Subcomponent
(SLOs do not incorporate a state-provided growth Model)**

| LEVEL | POINTS | DESCRIPTION |
|-------------------------|--------------|---|
| Highly Effective | 18-20 | Evidence indicates exceptional student learning gain across SLO(s), including special populations. Expectations described in SLO(s) are well-above District expectations. |
| Effective | 9-17 | Evidence indicates significant student learning gain across SLO(s), including special populations. Expectations described in SLO(s) meet District expectations. |
| Developing | 3-8 | Expectations described in SLO(s) are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below District expectations. |
| Ineffective | 0-2 | Evidence indicates little to no student learning gain across SLO(s). Expectations described in SLO(s) are not met. Results are well-below District expectations. |

Example: A minimum expectation of 80% of students achieving at a specific level will equate to an SLO rating of 9.

HEDI Conversion Chart

| 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 |
| 100-98 | 97-95 | 94-90 | 89 | 88 | 87 | 86 | 85 | 84 | 83 | 82-81 | 80 | 79-78 | 77-76 | 75-74 | 73-71 | 70-68 | 67-65 | 64-44 | 43-23 | 22-0 |

APWCSD Student Learning Objectives will meet all of the following:

- Categorizes all possible scoring results in the HEDI structure such that
 - Highly effective = exceeds district expectations
 - Effective = meets district expectations
 - Developing = is below district expectations
 - Ineffective = is well below district expectations
- Is mathematically possible for the teacher to obtain every point value within a rating category.
- Allocates points clearly and objectively within a HEDI rating category.
- Requires 80% or more of students, including special populations, to meet their individual goals to earn 9 points (minimum APW rating in the “effective” category).
- Defines HEDI rating categories that are rigorous, attainable, and in-line with district growth expectations or goals.
- Includes special populations explicitly in the HEDI structure.

Translating results of multiple SLOs into one overall score/rating for a teacher?

1. District/evaluator will assess the results of each SLO separately, arriving at a HEDI rating and point value between 0-20 points.
2. Each SLO **must** then be weighted proportionately based on the number of students included in all SLOs. This will provide for one overall growth component score between 0-20 points.
 - Always round to the nearest whole number; $\geq .5$ rounds up and $< .5$ rounds down.

APWCSD SLO Target Criteria

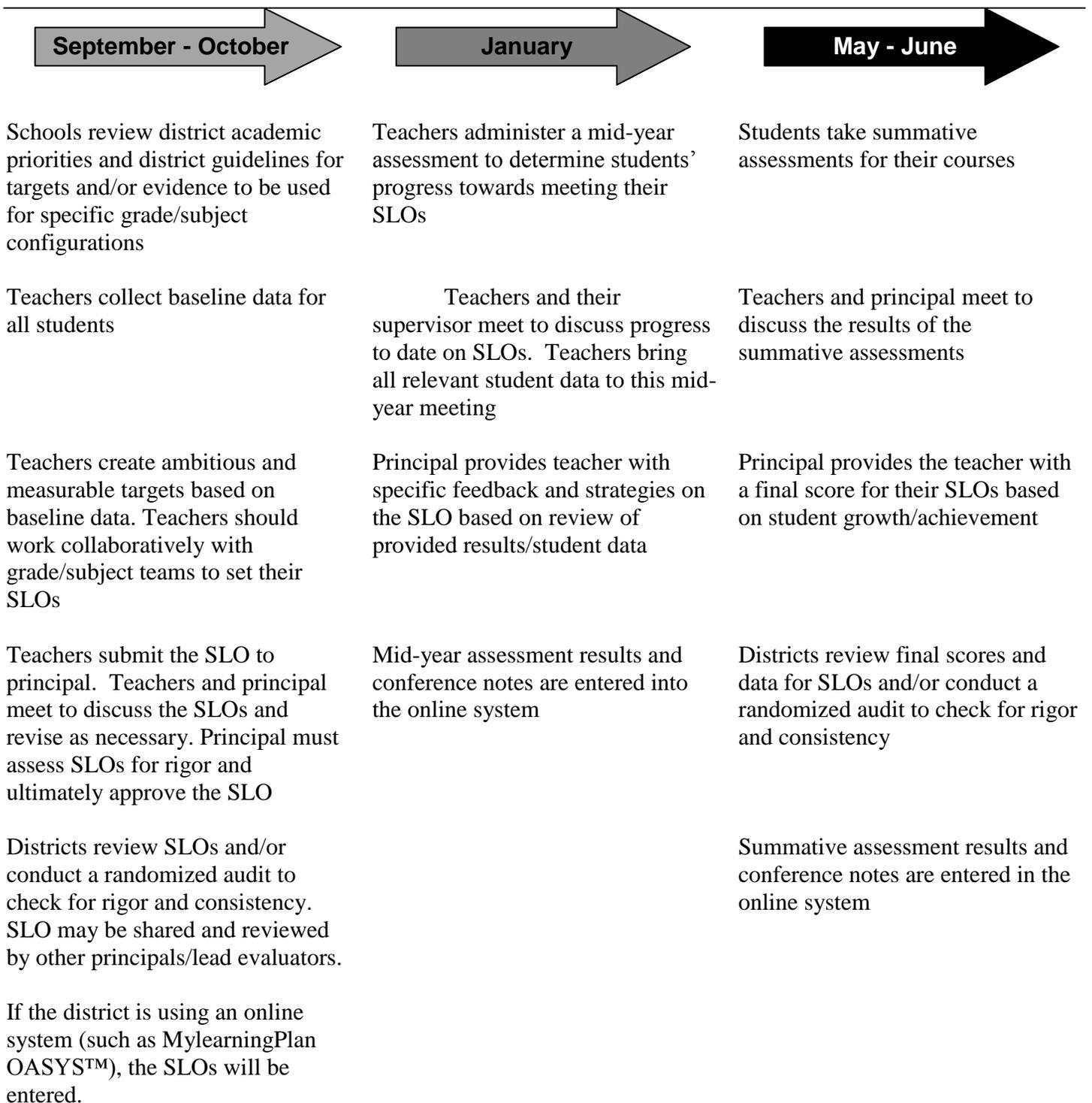
- Students will make at least a year’s growth in a year’s time, with students below grade level being required to grow more than a year’s growth in a year’s time.
- 80% or more of students, including special populations will meet their individual goals.
- Goals for special student populations will be equally challenging and rigorous as those for other students, considering each student’s starting point.

Teachers using SLOs as “comparable growth measure” must use these rules:

| APW Teachers | SLO Growth requirement |
|---|--|
| All Teachers | <ul style="list-style-type: none"> ▪ SLO must measure 2 points in time ▪ SLO must cover classes with largest numbers until a majority of students are covered ▪ If SLO has a state-provided growth measure, at least 1 SLO must use the State provided growth score as evidence ▪ If State assessment exists but there is no State-provided growth measure for the assessment, the State assessment must be used as evidence for the SLO ▪ Teacher with multiple sections of the same course must create 1 SLO to cover all of these sections when the same final assessment is used. ▪ Group or team SLO based on State assessment growth may substitute or supplement any of the below outside "Core Subjects" |
| Gr. PK-2 | <ul style="list-style-type: none"> ▪ 1 SLO for ELA (Literacy & Writing) ▪ 1 SLO for Math (Unless teacher focuses on single subject area) |
| Gr. 3 | <ul style="list-style-type: none"> ▪ 1 SLO for ELA (literacy & Writing) ▪ 1 SLO for Math (Unless teacher focuses on single subject area) *Must use Gr. 3 State Assessment |
| Gr. 4 - 8 Common Branch ELA/Math Subject Teachers | <ul style="list-style-type: none"> ▪ No SLO required - State Growth/Value-added Measure |
| Gr. 4-8 Science and Social Studies | <ul style="list-style-type: none"> ▪ 1 SLO for each subject ▪ SLO covers classes with largest numbers of students until a majority is reached ▪ Gr. 4 & 8 Science must use State Assessment as evidence ▪ Gr. 6-7 Science and 6-8 Social Studies must use a State Approved 3rd party Assessment as evidence |
| Gr. 9-12 ELA, Math, Science and Social Studies | <ul style="list-style-type: none"> ▪ 1 SLO for each subject ▪ SLO must cover classes with largest numbers until a majority of students are covered ▪ SLO must use Regents, if one exists, for evidence ▪ If no Regents, SLO must use a 3rd party State assessment for evidence |
| Gr. 9-12 other subjects | <ul style="list-style-type: none"> ▪ 1 SLO for each subject ▪ SLO must cover classes with largest numbers until a majority of students are covered |
| Self-contained ELL, ESL, and SWD | <ul style="list-style-type: none"> ▪ If <50% covered by State provided or Growth Value Added an SLO must be used ▪ 1 SLO for ELA (Literacy & Writing) ▪ 1 SLO for Math |
| All Co-Teachers | <ul style="list-style-type: none"> ▪ Both will have the same growth measure (State and/or SLO) ▪ PK-8 Common Branch teachers: 1 SLO for ELA and 1 SLO for Math Teachers of other subject areas: <ul style="list-style-type: none"> ▪ SLO for each subject; majority of students (50%) must be met |
| Reading, speech, ASL, AIS (and any future push-in, pull - out assignment) | <ul style="list-style-type: none"> ▪ If no State growth Value added measure, then must use an SLO ▪ 1 SLO for subject area focus, majority of students must be met Consider using co-teaching SLO Must use State Assessment when available |
| SWD Teachers with NYSESLAT Assessment | <ul style="list-style-type: none"> ▪ If an ELA teacher - must set SLO and 10 or more students take NYSESLAT using it as evidence ▪ Additional SLO for ELA and must use State assessment as evidence ▪ ESL specialist - must set 1 SLO using NYSESLAT |
| SWD Teachers with NYSAA | <ul style="list-style-type: none"> ▪ 1 SLO using NYSAA performance ▪ Additional SLO based on subject area taught (ELA, Math, Regents) |
| PK-12 Special Area Teachers | <ul style="list-style-type: none"> ▪ If no State-provided measures must set SLO ▪ 1 SLO for each subject SLO must cover classes with largest numbers until a majority of students are covered |

5: Determine District-wide processes for setting, reviewing, and assessing SLOs in schools.

Flowchart below outlines the APWCSD Student Learning Objectives design, review, and assessment process



Growth on State Assessments/Student Learning Objectives (20 points)

| Grade Level | Subject Area | Pre-Assessment | Post-Assessment |
|--------------|--------------------|---|--|
| Kindergarten | ELA/Mathematics | STAR Early Literacy | STAR Early Literacy |
| Grade 1 | ELA/Mathematics | STAR Early Literacy | STAR Early Literacy |
| Grade 2 | ELA/Mathematics | STAR Enterprise Rdg/Math | STAR Enterprise Rdg/Math |
| Grade 3 | ELA/Mathematics | STAR Enterprise Rdg/Math | NYSTP Gr.3 ELA/Math |
| Grade 4 | ELA/Mathematics | STAR Enterprise Rdg/Math | NYSTP Gr.4 ELA/Math |
| Grade 5 | ELA/Mathematics | STAR Enterprise Rdg/Math | NYSTP Gr.5 ELA/Math |
| Grade 6 | ELA/Mathematics | STAR Enterprise Rdg/Math | NYSTP Gr.6 ELA/Math |
| Grade 7 | ELA/Mathematics | STAR Enterprise Rdg/Math | NYSTP Gr.7 ELA/Math |
| Grade 8 | ELA/Mathematics | STAR Enterprise Rdg/Math | NYSTP Gr.8 ELA/Math |
| Grade 9-12 | ELA | STAR Enterprise Rdg | STAR/NYSTP Regents |
| Grade 9-12 | Mathematics | STAR Enterprise Math | STAR/NYSTP Regents |
| Grade 6-12 | Social Studies | APWCSD locally developed Assessments (w/Castle Learning) | APWCSD locally developed Assessments (w/Castle Learning) w/NYS Regents |
| Grade 6-12 | Science | APWCSD locally developed Assessments (w/Castle Learning) | APWCSD locally developed Assessments (w/Castle Learning) w/NYS Regents |
| Grade 8-12 | LOTE | Oswego-Herkimer BOCES Developed Grade and Subject Specific Assessment | FLACs Exam |
| Grade 7-12 | Technology | Oswego-Herkimer BOCES Developed Grade and Subject Specific Assessment | Oswego-Herkimer BOCES Developed Grade and Subject Specific Assessment |
| Grade 7-12 | FCS | Oswego-Herkimer BOCES Developed Grade and Subject Specific Assessment | Oswego-Herkimer BOCES Developed Grade and Subject Specific Assessment |
| Grade 7-12 | Health | Oswego-Herkimer BOCES Developed Grade and Subject Specific Assessment | Oswego-Herkimer BOCES Developed Grade and Subject Specific Assessment |
| K-12 | Physical Education | Oswego-Herkimer BOCES Developed Grade and Subject Specific Assessment | Oswego-Herkimer BOCES Developed Grade and Subject Specific Assessment |
| K-12 | Art | Oswego-Herkimer BOCES Developed Grade and Subject Specific Assessment | Oswego-Herkimer BOCES Developed Grade and Subject Specific Assessment |
| K-12 | Music | Oswego-Herkimer BOCES Developed Grade and Subject Specific Assessment | Oswego-Herkimer BOCES Developed Grade and Subject Specific Assessment |

Altmar Parish Williamstown CSD
Locally Selected Measures of Student Achievement for Teachers
Approved Value-Added Measure (15 points)

Process and Example for Teachers of Grades K-6
(APW Elementary School)

It is a belief at APWCSD that all teachers, K-6 contribute to the learning of all children, from Kindergarten to Grade 6. All teachers contribute to student achievement on the NYS Testing Program Assessments. Therefore, for the 2012-2013 and 2013-2014 school years teachers of grades K-6 will have their Student Achievement Measure calculated by a formula combining the Performance Indices (as found on the New York State Report Card) for Elementary-Level ELA and Mathematics as shown:

1. Add
 Elementary-Level English Language Arts NYSTP Performance Index, and
 Elementary-Level Math NYSTP Performance Index
2. Multiply by **15** (points available for local achievement – **value added**)
3. Divide by 400 (total possible Performance Index points)

Example ONLY

| | |
|--|-------------------|
| Elementary-Level English Language Arts Performance Index | 133 |
| Elementary-Level Mathematics Performance Index | <u>147</u> |
| | 280 |
| | <u>x15</u> |
| | 4200 |
| | <u>÷ 400</u> |

Each (value-added) teacher K-6 would receive a subcomponent score of **10.50**

Each (value-added) teacher K-6 would receive a subcomponent rating of **Effective** (see chart below)

| Evaluation Level | Locally Selected Measures of Student Achievement (20%) | Locally Selected Measures of Student Achievement 15% (Value-Added) |
|------------------|--|--|
| Highly Effective | 18-20 | 14-15 |
| Effective | 9-17 | 8-13 |
| Developing | 3-8 | 3-7 |
| Ineffective | 0-2 | 0-2 |

| |
|---|
| <p>Process and Example for Teachers of Grades 7-12 (APW Junior/Senior High School)</p> |
|---|

It is a belief at APWCSD that all teachers, 7-12 contribute to the learning of all children, from Grade 7 to Commencement. All teachers contribute to student achievement on the NYS Testing Program Assessments and commencement Regents examinations. Therefore, for the 2012-2013 and 2013-2014 school years teachers of grades 7-12 will have their Student Achievement Measure calculated by a formula combining the Performance Indices (as found on the New York State Report Card) for Middle-Level ELA and Mathematics and High School Commencement Mathematics (Gr.9 Algebra Regents) and High School Commencement ELA (Gr.11 English Regents) as shown:

1. Add
 - Middle-Level English Language Arts NYSTP Performance Index, and
 - Middle-Level Math NYSTP Performance Index
 - Secondary-Level English Language Arts Performance Index (English 11 Regents)
 - Secondary-Level Mathematics Performance Index (Integrated Algebra Regents)
2. Multiply by **15** (points available for local achievement – **value added**)
3. Divide by 800 (total possible Performance Index points)

Example ONLY

| | |
|--|-------------------|
| Middle-Level English Language Arts Performance Index | 133 |
| Secondary-Level English Language Arts Performance Index (English 11 Regents) | 167 |
| Middle-Level Mathematics Performance Index | 147 |
| Secondary-Level Mathematics Performance Index (Integrated Algebra Regents) | <u>183</u> |
| | 630 |
| | <u>x15</u> |
| | 9,450 |
| | <u>÷ 800</u> |

Each (value-added) teacher 7-12 would receive a subcomponent score of **11.81**

Each (value-added) teacher 7-12 would receive a subcomponent rating of **Effective** (see chart below)

| Evaluation Level | Locally Selected Measures of Student Achievement (20%) | Locally Selected Measures of Student Achievement 15% (Value-Added) | |
|------------------|--|--|--|
| Highly Effective | 18-20 | 14-15 | |
| Effective | 9-17 | 8-13 | |
| Developing | 3-8 | 3-7 | |
| Ineffective | 0-2 | 0-2 | |

Altmar Parish Williamstown CSD
Locally Selected Measures of Student Achievement for Other Teachers
(20 points)

Process and Example for Teachers of Grades K-6
(APW Elementary School)

It is a belief at APWCSD that all teachers, K-6 contribute to the learning of all children, from Kindergarten to Grade 6. All teachers contribute to student achievement on the NYS Testing Program Assessments. Therefore, for the 2012-2013 and 2013-2014 school years teachers of grades K-6 will have their Student Achievement Measure calculated by a formula combining the Performance Indices (as found on the New York State Report Card) for Elementary-Level ELA and Mathematics as shown:

1. Add
 Elementary-Level English Language Arts NYSTP Performance Index, and
 Elementary-Level Math NYSTP Performance Index
2. Multiply by **20** (points available for local achievement)
3. Divide by 400 (total possible Performance Index points)

Example ONLY

| | |
|--|------------|
| Elementary-Level English Language Arts Performance Index | 133 |
| Elementary-Level Mathematics Performance Index | <u>147</u> |
| | 280 |
| | <u>x20</u> |
| | 5600 |
| | ÷ 400 |

Other teachers K-6 would receive a subcomponent score of **14.00**

Other teachers K-6 would receive a subcomponent rating of **Effective** (see chart below)

| Evaluation Level | Locally Selected Measures of Student Achievement (20%) | Locally Selected Measures of Student Achievement 15% (Value-Added) |
|------------------|--|--|
| Highly Effective | 18-20 | 14-15 |
| Effective | 9-17 | 8-13 |
| Developing | 3-8 | 3-7 |
| Ineffective | 0-2 | 0-2 |

| |
|---|
| <p>Process and Example for Teachers of Grades 7-12 (APW Junior/Senior High School)</p> |
|---|

It is a belief at APWCSD that all teachers, 7-12 contribute to the learning of all children, from Grade 7 to Commencement. All teachers contribute to student achievement on the NYS Testing Program Assessments and commencement Regents examinations. Therefore, for the 2012-2013 and 2013-2014 school years teachers of grades 7-12 will have their Student Achievement Measure calculated by a formula combining the Performance Indices (as found on the New York State Report Card) for Middle Level ELA and Mathematics and High School Commencement Mathematics (Gr.9 Algebra Regents) and High School Commencement ELA (Gr.11 English Regents) as shown:

1. Add
 - Middle Level English Language Arts NYSTP Performance Index, and
 - Middle Level Math NYSTP Performance Index
 - Secondary-Level English Language Arts Performance Index (English 11 Regents)
 - Secondary-Level Mathematics Performance Index (Integrated Algebra Regents)
2. Multiply by **20** (points available for local achievement)
3. Divide by 800 (total possible Performance Index points)

Example ONLY

| | |
|--|--------------|
| Middle-Level English Language Arts Performance Index | 133 |
| Secondary-Level English Language Arts Performance Index (English 11 Regents) | 167 |
| Middle-Level Mathematics Performance Index | 147 |
| Secondary-Level Mathematics Performance Index (Integrated Algebra Regents) | <u>183</u> |
| | 630 |
| | <u>x20</u> |
| | 12600 |
| | <u>÷ 800</u> |

Other teachers 7-12 would receive a subcomponent score of **15.75**

Other teachers 7-12 would receive a subcomponent rating of **Effective** (see chart below)

| Evaluation Level | Locally Selected Measures of Student Achievement (20%) | Locally Selected Measures of Student Achievement 15% (Value-Added) |
|------------------|--|--|
| Highly Effective | 18-20 | 14-15 |
| Effective | 9-17 | 8-13 |
| Developing | 3-8 | 3-7 |
| Ineffective | 0-2 | 0-2 |

Altmar Parish Williamstown CSD
Locally Selected Measures of Student Achievement for Principals
Approved Value-Added Measure (15 points)

Process and Example for Principals of Grades K-6
(APW Elementary School)

It is a belief at APWCSD that all principals, K-6 contribute to the learning of all children, from Kindergarten to Grade 6. All principals contribute to student achievement on the NYS Testing Program Assessments. Therefore, for the 2012-2013 and 2013-2014 school years principals of grades K-6 will have their Student Achievement Measure calculated by a formula combining the Performance Indices (as found on the New York State Report Card) for Elementary-Level ELA and Mathematics as shown:

1. Add
 Elementary-Level English Language Arts NYSTP Performance Index, and
 Elementary-Level Math NYSTP Performance Index
2. Multiply by **15** (points available for local achievement – **value added**)
3. Divide by 400 (total possible Performance Index points)

Example ONLY

| | |
|--|-------------------|
| Elementary-Level English Language Arts Performance Index | 133 |
| Elementary-Level Mathematics Performance Index | <u>147</u> |
| | 280 |
| | <u>x15</u> |
| | 4200 |
| | <u>÷ 400</u> |

Each (value-added) principal K-6 would receive a subcomponent score of **10.50**

Each (value-added) principal K-6 would receive a subcomponent rating of **Effective** (see chart)

| Evaluation Level | Locally Selected Measures of Student Achievement (20%) | Locally Selected Measures of Student Achievement 15% (Value-Added) | |
|------------------|--|--|--|
| Highly Effective | 18-20 | 14-15 | |
| Effective | 9-17 | 8-13 | |
| Developing | 3-8 | 3-7 | |
| Ineffective | 0-2 | 0-2 | |

| |
|---|
| <p>Process and Example for Principals of Grades 7-12 (APW Junior/Senior High School)</p> |
|---|

It is a belief at APWCSD that all principals, 7-12 contribute to the learning of all children, from Grade 7 to Commencement. All principals contribute to student achievement on the NYS Testing Program Assessments and commencement Regents examinations. Therefore, for the 2012-2013 and 2013-2014 school years principals of grades 7-12 will have their Student Achievement Measure calculated by a formula combining the Performance Indices (as found on the New York State Report Card) for Middle Level ELA and Mathematics and High School Commencement Mathematics (Gr.9 Algebra Regents) and High School Commencement ELA (Gr.11 English Regents) as shown:

1. Add
 - Middle Level English Language Arts NYSTP Performance Index, and
 - Middle Level Math NYSTP Performance Index
 - Secondary-Level English Language Arts Performance Index (English 11 Regents)
 - Secondary-Level Mathematics Performance Index (Integrated Algebra Regents)
2. Multiply by **15** (points available for local achievement – **value added**)
3. Divide by 800 (total possible Performance Index points)

Example ONLY

| | |
|--|-------------------|
| Middle-Level English Language Arts Performance Index | 133 |
| Secondary-Level English Language Arts Performance Index (English 11 Regents) | 167 |
| Middle-Level Mathematics Performance Index | 147 |
| Secondary-Level Mathematics Performance Index (Integrated Algebra Regents) | <u>183</u> |
| | 630 |
| | <u>x15</u> |
| | 9,450 |
| | <u>÷ 800</u> |

Each (value-added) principal 7-12 would receive a subcomponent score of **11.81**

Each (value-added) principal 7-12 would receive a subcomponent rating of **Effective** (see chart)

| Evaluation Level | Locally Selected Measures of Student Achievement (20%) | Locally Selected Measures of Student Achievement 15% (Value-Added) |
|------------------|--|--|
| Highly Effective | 18-20 | 14-15 |
| Effective | 9-17 | 8-13 |
| Developing | 3-8 | 3-7 |
| Ineffective | 0-2 | 0-2 |

Rubric Score Conversion Chart

| Rubric Average | Points | Rubric Average | Points |
|----------------|--------|----------------|--------|
| 4.0 | 60 | 1.300 | 37 |
| 3.9 | 60 | 1.292 | 36 |
| 3.8 | 59 | 1.283 | 35 |
| 3.7 | 59 | 1.275 | 34 |
| 3.6 | 59 | 1.267 | 33 |
| 3.5 | 59 | 1.258 | 32 |
| 3.4 | 58 | 1.250 | 31 |
| 3.3 | 58 | 1.242 | 30 |
| 3.2 | 58 | 1.233 | 29 |
| 3.1 | 58 | 1.225 | 28 |
| 3.0 | 58 | 1.217 | 27 |
| 2.9 | 57 | 1.208 | 26 |
| 2.8 | 57 | 1.200 | 25 |
| 2.7 | 57 | 1.192 | 24 |
| 2.6 | 57 | 1.185 | 23 |
| 2.5 | 57 | 1.177 | 22 |
| 2.4 | 56 | 1.169 | 21 |
| 2.3 | 55 | 1.162 | 20 |
| 2.2 | 55 | 1.154 | 19 |
| 2.1 | 54 | 1.146 | 18 |
| 2.0 | 53 | 1.138 | 17 |
| 1.9 | 52 | 1.131 | 16 |
| 1.8 | 52 | 1.123 | 15 |
| 1.7 | 51 | 1.115 | 14 |
| 1.6 | 50 | 1.108 | 13 |
| 1.5 | 50 | 1.100 | 12 |
| 1.400 | 49 | 1.092 | 11 |
| 1.392 | 48 | 1.083 | 10 |
| 1.383 | 47 | 1.075 | 9 |
| 1.375 | 46 | 1.067 | 8 |
| 1.367 | 45 | 1.058 | 7 |
| 1.358 | 44 | 1.050 | 6 |
| 1.350 | 43 | 1.042 | 5 |
| 1.342 | 42 | 1.033 | 4 |
| 1.333 | 41 | 1.025 | 3 |
| 1.325 | 40 | 1.017 | 2 |
| 1.317 | 39 | 1.008 | 1 |
| 1.308 | 38 | 1.000 | 0 |

Rubric Score Conversion Chart

| Rubric Average | Points | Rubric Average | Points |
|----------------|--------|----------------|--------|
| 4.0 | 60 | 1.300 | 37 |
| 3.9 | 60 | 1.292 | 36 |
| 3.8 | 59 | 1.283 | 35 |
| 3.7 | 59 | 1.275 | 34 |
| 3.6 | 59 | 1.267 | 33 |
| 3.5 | 59 | 1.258 | 32 |
| 3.4 | 58 | 1.250 | 31 |
| 3.3 | 58 | 1.242 | 30 |
| 3.2 | 58 | 1.233 | 29 |
| 3.1 | 58 | 1.225 | 28 |
| 3.0 | 58 | 1.217 | 27 |
| 2.9 | 57 | 1.208 | 26 |
| 2.8 | 57 | 1.200 | 25 |
| 2.7 | 57 | 1.192 | 24 |
| 2.6 | 57 | 1.185 | 23 |
| 2.5 | 57 | 1.177 | 22 |
| 2.4 | 56 | 1.169 | 21 |
| 2.3 | 56 | 1.162 | 20 |
| 2.2 | 55 | 1.154 | 19 |
| 2.1 | 55 | 1.146 | 18 |
| 2.0 | 54 | 1.138 | 17 |
| 1.9 | 54 | 1.131 | 16 |
| 1.8 | 53 | 1.123 | 15 |
| 1.7 | 52 | 1.115 | 14 |
| 1.6 | 51 | 1.108 | 13 |
| 1.5 | 50 | 1.100 | 12 |
| 1.400 | 49 | 1.092 | 11 |
| 1.392 | 48 | 1.083 | 10 |
| 1.383 | 47 | 1.075 | 9 |
| 1.375 | 46 | 1.067 | 8 |
| 1.367 | 45 | 1.058 | 7 |
| 1.358 | 44 | 1.050 | 6 |
| 1.350 | 43 | 1.042 | 5 |
| 1.342 | 42 | 1.033 | 4 |
| 1.333 | 41 | 1.025 | 3 |
| 1.325 | 40 | 1.017 | 2 |
| 1.317 | 39 | 1.008 | 1 |
| 1.308 | 38 | 1.000 | 0 |

Altmar Parish Williamstown CSD
Other Measures Charts and Examples 9.7 for Principals

60 Points (of 60) – Broad Assessment of Principal Leadership: Tenured Principal [EXAMPLE]

The Multidimensional Principal Performance Rubric will be used to evaluate the principal’s effectiveness. Through mutual agreement, one indicator of each domain will be chosen as an area of focus. Each of the six domains will be given a value of 1-4. A point value of 1 recognizes that there is limited/no evidence available which, in turn, indicates that the principal’s performance results do not meet the level of performance expected by the District and would receive an Ineffective HEDI rating. A point value of 2 would indicate that some evidence was available to indicate that the principal’s performance and results need improvement and would result in a Developing HEDI rating. A point value of 3 recognizes that sufficient evidence is available to indicate that the principal's overall performance and results meet the level of performance that would result in an Effective HEDI rating. Finally, a point value of 4 recognizes that there is an abundance of evidence available to show that the principal's overall performance and results exceed the level of performance that would result in a Highly Effective HEDI rating.

The Superintendent of Schools and the Principal will collaboratively decide upon the quality of the evidence gathered for each of the performance indicators within the six domains. Upon completion of assigning point values for each of the six domains, the values will be added up and an average will be determined. A conversion chart will be used to translate the numerical value of the average into a composite rating for the 60 points. *All scores will be rounded using standard mathematical operations and will not result in a principal’s promotion from one band to the next.*

| Assessment of Principals Effectiveness Domain | Observation #1 Evidence Score | Visitation #1 Evidence Score | Visitation #2 Evidence Score |
|--|-------------------------------|------------------------------|------------------------------|
| Domain 1 Shared Vision of Learning | 3 | | 3 |
| Domain 2 School Culture and Instructional Program | 4 | | 4 |
| Domain 3 Safe, Efficient, Effective Learning Environment | 3 | | 3 |
| Domain 4 Community | | 2 | |
| Domain 5 Integrity, Fairness, Ethics | 4 | | 4 |
| Domain 6 Political, Social, Economic, Legal and Cultural Context | | 2 | 2 |
| Subtotal of Evidence Scores | 14 | 4 | 16 |
| Divided by number of Standards | $14/4=3.5$ | $4/2=2$ | $16/5=3.2$ |
| Average of Final Scores | $8.7/3 = 2.90$ | | |
| Total Score | 2.90 | | |
| HEDI Rating (Conversion Chart) | Effective | | |
| Sub-Component Score | 57.8 | | |

MPPR Rating Chart

| Multidimensional Performance Level | New York State Performance Level | Rubric Ratings |
|------------------------------------|----------------------------------|----------------|
| Highly Effective | Highly Effective | 4 |
| Effective | Effective | 3 |
| Developing | Developing | 2 |
| Ineffective | Ineffective | 1 |

60 Point Conversion Chart

| Evaluation Level | Rubric Rating | Multiple Measures of Effectiveness (60%) |
|------------------|---------------|--|
| Highly Effective | 4 | 59-60 |
| Effective | 3 | 57-58 |
| Developing | 2 | 50-56 |
| Ineffective | 1 | 0-49 |

Conversion Score Chart: Rubric to Multiple Measures of Effectiveness Subcomponent

| Total Average Rubric Score | Conversion Score for Composite |
|-----------------------------------|---------------------------------------|
| Ineffective 0-49 | |
| 1.000 | 0 |
| 1.008 | 1 |
| 1.017 | 2 |
| 1.025 | 3 |
| 1.033 | 4 |
| 1.042 | 5 |
| 1.050 | 6 |
| 1.058 | 7 |
| 1.067 | 8 |
| 1.075 | 9 |
| 1.083 | 10 |
| 1.092 | 11 |
| 1.100 | 12 |
| 1.108 | 13 |
| 1.115 | 14 |
| 1.123 | 15 |
| 1.131 | 16 |
| 1.138 | 17 |
| 1.146 | 18 |
| 1.154 | 19 |
| 1.162 | 20 |
| 1.169 | 21 |
| 1.177 | 22 |
| 1.185 | 23 |
| 1.192 | 24 |
| 1.200 | 25 |
| 1.208 | 26 |
| 1.217 | 27 |
| 1.225 | 28 |
| 1.233 | 29 |
| 1.242 | 30 |
| 1.250 | 31 |
| 1.258 | 32 |
| 1.267 | 33 |
| 1.275 | 34 |
| 1.283 | 35 |
| 1.292 | 36 |
| 1.300 | 37 |
| 1.308 | 38 |
| 1.317 | 39 |
| 1.325 | 40 |
| 1.333 | 41 |
| 1.342 | 42 |
| 1.350 | 43 |
| 1.358 | 44 |
| 1.367 | 45 |
| 1.375 | 46 |
| 1.383 | 47 |
| 1.392 | 48 |
| 1.400 | 49 |

| Developing 50-56 | |
|-------------------------|---------------------|
| 1.5 | 50 |
| 1.6 | 50.7 |
| 1.7 | 51.4 |
| 1.8 | 52.1 |
| 1.9 | 52.8 |
| 2 | 53.5 |
| 2.1 | 54.2 |
| 2.2 | 54.9 |
| 2.3 | 55.6 |
| 2.4 | 56.3 |
| Effective 57-58 | |
| 2.5 | 57 |
| 2.6 | 57.2 |
| 2.7 | 57.4 |
| 2.8 | 57.6 |
| 2.9 | 57.8 |
| 3 | 58 |
| 3.1 | 58.2 |
| 3.2 | 58.4 |
| 3.3 | 58.6 |
| 3.4 | 58.8 |
| Highly Effective | |
| 3.5 | 59 |
| 3.6 | 59.3 |
| 3.7 | 59.5 |
| 3.8 | 59.8 |
| 3.9 | 60 |
| 4 | 60.25 (round to 60) |



APWCSD APPR PLAN APPENDIX 8

Altmar Parish Williamstown Central School District
Teacher Improvement Plan

Employee Name

Subject Area/Position

School Year

Supervisor's Name

Title/Position

Date of Implementation

Area 1

Area(s) in need of Improvement:

List areas in need of improvement. If there are several, indicate the priority order for addressing them.

Area 2

Performance Goals:

Provide specific, measurable objectives the educator must meet to show improvement.

Area 3

Timeline:

Indicate duration of the Teacher Improvement Plan and the schedule of periodic reviews of progress.

Area 4

Assessment of Improvement:

Indicate what measures will be used to assess improvement.

Area 5**Differentiated Activities:**

Indicate differentiated activities to support improvement. If there are several, prioritize in order of those most crucial.

Area 6**Professional Learning Activities:**

Indicate those professional learning activities the educator must achieve to support improvement. If there are several, prioritize in order of those most crucial.

Area 7**Benchmark Artifacts:**

Indicate those artifacts to serve as benchmarks of improvement.

Area 8**Support and Assistance:**

Indicate any additional support and assistance that will be made available to the educator to support improvement.

Comments and Statements:

Evaluator's Comments:

Teacher's Comments

Recommendations for Results of the Teacher Improvement Plan

- The teacher **has** met the performance goals identified through the Teacher Improvement Plan
- The teacher **has not** met the performance goals identified through the Teacher Improvement Plan

Next Steps:

Teacher's Signature

Date

Union Representative's Signature

Date

Supervisor's Signature

Date

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

Teacher Improvement Plan Communication and Progress Log

Scheduled Meeting Dates:

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

| | |
|-----------------------|---|
| Evaluator's Comments: | <hr style="width: 80%; margin: 0 auto;"/> Meeting Date |
| Teacher's Comments | |

| | |
|-----------------------|---|
| Evaluator's Comments: | <hr style="width: 80%; margin: 0 auto;"/> Meeting Date |
| Teacher's Comments | |

| | |
|-----------------------|---|
| Evaluator's Comments: | <hr style="width: 80%; margin: 0 auto;"/> Meeting Date |
| Teacher's Comments | |

| | |
|-----------------------|---|
| Evaluator's Comments: | <hr style="width: 80%; margin: 0 auto;"/> Meeting Date |
| Teacher's Comments | |



Altmar Parish Williamstown Central School District Principal Improvement Plan

| | | |
|-----------------------------------|---------------------------------------|--|
| _____ <i>Employee Name</i> | _____ <i>Subject Area/Position</i> | _____ <i>School Year</i> |
| _____ <i>Supervisor's Name</i> | _____ <i>Title/Position</i> | _____ <i>Date of Implementation</i> |

| | |
|--|---|
| Area 1 | Area(s) in need of Improvement: List areas in need of improvement. If there are several, indicate the priority order for addressing them. |
| | |

| | |
|--|--|
| Area 2 | Performance Goals: Provide specific, measurable objectives the educator must meet to show improvement. |
| | |

| | |
|--|---|
| Area 3 | Timeline: Indicate duration of the Principal Improvement Plan and the schedule of periodic reviews of progress. |
| | |

| | |
|--|---|
| Area 4 | Assessment of Improvement: Indicate what measures will be used to assess improvement. |
| | |

Area 5**Differentiated Activities:**

Indicate differentiated activities to support improvement. If there are several, prioritize in order of those most crucial.

Area 6**Professional Learning Activities:**

Indicate those professional learning activities the educator must achieve to support improvement. If there are several, prioritize in order of those most crucial.

Area 7**Benchmark Artifacts:**

Indicate those artifacts to serve as benchmarks of improvement.

Area 8**Support and Assistance:**

Indicate any additional support and assistance that will be made available to the educator to support improvement.

Comments and Statements:

Evaluator's Comments:

Principal's Comments

Recommendations for Results of the Principal Improvement Plan

- The principal **has** met the performance goals identified through the Principal Improvement Plan
- The principal **has not** met the performance goals identified through the Principal Improvement Plan

Next Steps:

Principal's Signature

Date

Union Representative's Signature

Date

Supervisor's Signature

Date

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

Principal Improvement Plan Communication and Progress Log

Scheduled Meeting Dates:

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Evaluator's Comments:

Meeting Date

Principal's Comments

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.

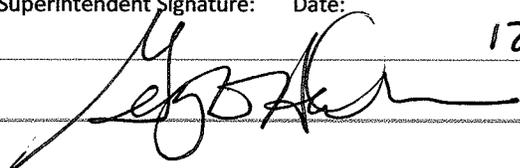
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- 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:

 12/31/2012

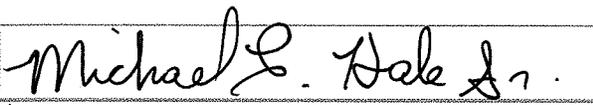
Teachers Union President Signature: Date:

 12/31/2012

Administrative Union President Signature: Date:

 12/31/12

Board of Education President Signature: Date:

 12/31/12