



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

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Commissioner of Education  
President of the University of the State of New York  
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November 29, 2012

Joseph Murphy, Superintendent  
North Warren Central School District  
6110 State Route 8  
Chestertown, NY12817

Dear Superintendent Murphy:

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

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

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

Thank you again for your hard work.

Sincerely,

  
John B. King, Jr.  
Commissioner

Attachment

c: James P. Dexter

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

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

# Annual Professional Performance Reviews: 2012-13

Created Monday, July 30, 2012

Updated Sunday, September 30, 2012

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## 1

### Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 630202040000

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

*630202040000*

#### 1.2) School District Name: NORTH WARREN CSD

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

*NORTH WARREN 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.

*This plan is for the entire SIG district*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Monday, July 30, 2012

Updated Monday, November 05, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects 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	Terra Nova 3
1	State-approved 3rd party assessment	Terra Nova 3
2	State-approved 3rd party assessment	Terra Nova 3

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this

The process for assigning HEDI categories: For each SLO a baseline will be established using a pre-test in the fall utilizing

subcomponent. If needed, you may upload a table or graphic at 2.11, below.	the Terra Nova 3 assessment. Once the baseline is established, a growth target of 80% of all students are expected to meet the target. This Terra Nova 3 Assessment will be given again in early June to measure growth and determine if 80% of each teachers' students' met the target. If 80% of all the teachers' students meet the target, the teacher will receive a score of 14. The scoring range will be divided into increments so that a teacher who has 100% of students reaching the target will receive a score of 20. And a teacher who has a 0- 5% of students reaching the target will score 0 points. The Superintendent has set the SLO target of 80%. The teachers are meeting with the administration to set the bands/tiers levels for the SLO target goal and it will be based on the pre-assessment data.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	For this range of highly effective a teacher would have 95%-100% of their target group meeting the goal set.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	For this range of effective a teacher would have 54-94% of their target group meeting the goal set.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	For this range of developing a teacher would have 24-53% of their target group meeting the goal set.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	For this range of ineffective a teacher would have 0-23% of their target group meeting the goal set.

### 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	Terra Nova 3
1	State-approved 3rd party assessment	Terra Nova 3
2	State-approved 3rd party assessment	Terra Nova 3

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The process for assigning HEDI categories: For each SLO a baseline will be established using a pretest in the fall. This pretest will be the Terra Nova 3 Assessment. Once the baseline is set, a growth target of 80% of the students are expected to meet the target. This Terra Nova 3 will be given again in June to measure growth and determine if 80% of each teacher's students met the target. If 80% of all the teachers' students met the target, the teacher will receive a score of 14. The scoring range will be divided in increments so that a teacher that has 100% reaching the target will receive a score of 20. And a teacher who has 0-5% reaching the target will receive a score of 0. The Superintendent set the SLO target goal and the teachers will
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	work with the administration to set the bands/tiered targets based on the pre-assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	95%-100%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	54%-94%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	24%-53%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-23%

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Common Branch Teachers
7	District, regional or BOCES-developed assessment	Warren,Saratoga,Washington, Essex BOCES regionally developed Science Grade 7 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 process for assigning HEDI categories: For each SLO a baseline will be established using a pre-test developed regionally in the fall. A target will be set based on this baseline testing and it is set so that 80% of all students will be expected to meet the target. For regionally developed assessment will be given in early June for summative results to measure growth. The state science assessment will be used as the summative measure for 8th grade science. If 80% of the teacher's students meet the target then the teacher will receive a score of 14. The scoring ranges are divided into increments so that a teacher who has 100% meet the target will receive a score of 20. And a teacher who has 0-5% of the students reach the target will receive a score of 0. The Superintendent set the SLO target and the teachers will meet with administration to set the bands/tiered goals based on the pre-assessment.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	95%-100%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	54%-94%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	24%-53%

Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test). 0-23%

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Common Branch Teachers
7	District, regional or BOCES-developed assessment	WSWHE BOCES regionally developed Grade 7 Social Studies 7 Assessment
8	District, regional or BOCES-developed assessment	WSWHE BOCES regionally developed Grade 8 Social Studies 8 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 process for establishing HEDI categories: For each SLO above a baseline pretest will be regionally created to give in the fall. Once the baseline is established, a growth target of 80% of all students are expected to meet the target. A summative regionally developed assessment will be administered in June to measure growth and determine if 80% of the students met the target set. If 80% of the teacher's students met the target the teacher will receive a score of 14. The scoring range is divided into increments so that a teacher who has 100% of students reach the target will receive a score of 20. And a teacher who has 0-5% of students reach the target will receive a score of 0. The Superintendent has set the SLO target. The teachers will meet with the administration to set the bands/tiered targets based on the pre-assessment.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students. 95%-100%

Effective (9 - 17 points) Results meet District goals for similar students. 54%-94%

Developing (3 - 8 points) Results are below District goals for similar students. 24%-53%

Ineffective (0 - 2 points) Results are well-below District goals for similar students. 0-23%

## 2.6) High School Social Studies Regents Courses

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

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

Assessment

Global 1	District, regional, or BOCES-developed assessment	WSWHE BOCES regionally developed Grade 9 Global Assessment
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	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 process for assigning HEDI categories: For Global 1 Regents course, a baseline assessment, regionally developed, will be given in the fall. With the information from this assessment a target will be set so that 80% of all students will be expected to meet the target. A summative assessment will be regionally created and given in early June as a measure of growth. For Global 2 and American History regionally developed assessments will be given in the fall to establish a baseline. The Global 2 and American History Regents will be used as the summative measure to establish growth. The targets for all three social studies courses will be established to show growth from the baseline. The expectation is that 80% of the teachers' students will meet the target. If 80% meet the target the teacher will receive a score of 14. The scoring range will be divided into increments so that a teacher who has 100% of their students meet the target will receive a score of 20. And a teacher who has 0-5% of their students meet the target will receive a score of 0. The Superintendent has set the SLO target and the teachers will meet with the administration to set the tiered/band targets based on the pre-assessments.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	95%-100%
Effective (9 - 17 points) Results meet District goals for similar students.	54%-94%
Developing (3 - 8 points) Results are below District goals for similar students.	24%-53%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-23%

## 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 process for assigning HEDI categories: For each SLO a baseline will be established using a regionally created pretest in the fall. Once the baseline is established, a growth target of 80% of all students are expected to meet the target. The Regents for each course above will be the summative assesment. If 80% of the teachers' students meet the target then the teacher will receive a score of 14. The scoring range is divided into increments so that a teacher that has 100% of students meet the target set will receive a score of 20. And a teacher who has 0-5% of students meet the target set will receive a score of 0. The Superintendent set the SLO target. The teachers will meet with administration to set the bands/tiered targets based on the pre-assessment.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	95%-100%
Effective (9 - 17 points) Results meet District goals for similar students.	54%-94%
Developing (3 - 8 points) Results are below District goals for similar students.	24%-53%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-23%

## 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	The process for establishing HEDI categories: For each course that ends in a Regents exam a regionally developed assesment
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	will be given in the fall to establish a baseline. The summative assesment will be the Regents exam in each course. Targets will be set to show growth over the course of the year and it is expected that 80% of the students meet the target. If 80% of the students meet the target then the teacher will receive a score of 14. The scoring ranges will be divided in increments so that a teacher who has 100% of students meet the target will receive a score of 20. And a teacher who has 0-5% of students meet the target set will receive a score of 0. The Superintendent has set the SLO target. The teachers will meet with Administration to set the bands/tiered targets based on the pre-assessment.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	95%-100%
Effective (9 - 17 points) Results meet District goals for similar students.	54%-94%
Developing (3 - 8 points) Results are below District goals for similar students.	24%-53%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-23%

## 2.9) High School English Language Arts

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The process for establishing HEDI categories: For each of the above English Language Arts Courses a baseline regionally developed assesment will be given in the fall. For Grades 9 and 10 a regioanlly developed summative assesment will be given in early June to measure growth. For 11th grade, the ELA Regents grade 11 will be used as the summative assesment to measure growth. Targets will be set for the year for the course and it is expected that 80% of students will meet the target set and if 80% meet the target the teacher will receive a score of 14. The scoring range will be divided into increments and if a teacher has 100% of the students meet the target they will receive a score of 20. And a teacher who has 0-5% of students reach the
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target will receive a score of 0. The Superintendent has set the SLO target. The teachers will meet with Administration to set the bands/tiered targets based on pre-assessment.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	95%-100%
Effective (9 - 17 points) Results meet District goals for similar students.	54%-94%
Developing (3 - 8 points) Results are below District goals for similar students.	24%-53%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-23%

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Physical Education Elementary-K and 3	District, Regional or BOCES-developed	WSWHE BOCES regionally developed Kindergarten and Grade 3 Assessment
Physical Education Middle/High-	District, Regional or BOCES-developed	WSWHE BOCES regionally developed Grade 5,6,8, 9-12
Music Elementary	District, Regional or BOCES-developed	WSWHE BOCES regionally developed Grades K, 2, 4
Music Middle/High Band-Sr. high Band	District, Regional or BOCES-developed	WSWHE BOCES regionally developed Grades 9, 10, 11, 12 combined band assessment
Music Sr. Chorus and Music 8	District, Regional or BOCES-developed	WSWHE BOCES regionally developed Grades 8 Music and Grades 9, 10, 11, 12 Sr. Chorus Assessment
Art Elementary-K, 2, 3	District, Regional or BOCES-developed	WSWHE BOCES regionally developed Grades K, 2, 3
Art Middle/High-Gr. 7 and Studio in Art	District, Regional or BOCES-developed	WSWHE BOCES regionally developed Grade 7 and Studio In Art Assessments
Health MS/HS	District, Regional or BOCES-developed	WSWHE BOCES regionally developed Health 7 and Grade 9-12 combined HS Health
Family and Consumer Science	District, Regional or BOCES-developed	WSWHE BOCES regionally developed Grade 7 and Grade 8
Business HS	District, Regional or BOCES-developed	WSWHE BOCES regionally developed TV Pro and Broadcast
Spanish	District, Regional or BOCES-developed	WSWHE BOCES regionally developed Grades 7 and Level 3
Technology MS	District, Regional or BOCES-developed	WSWHE BOCES regionally developed Grade 8
Technology-D D, Production and Aerospace	District, Regional or BOCES-developed	WSWHE BOCES regionally developed Grades 9-12 combined classes D and D, Production and Aerospace
French-Grade 7 and Level I	District, Regional or BOCES-developed	WSWHE BOCES regionally developed Grade 7 and Level 1
All other teachers not named	District, Regional or BOCES-developed	District or regionally developed - course specific assessments

Math-Pre-Calc.	District, Regional or BOCES-developed	WSWHE BOCES regionally developed Pre Calculus
Science-Criminology	District, Regional or BOCES-developed	WSWHE BOCES regionally developed Criminology
Special Education Self contained	District, Regional or BOCES-developed	WSWHE BOCES regionally developed Grades 1, 3, 4, 6, 8, 9, 11
Special Education Resource/CT	District, Regional or BOCES-developed	WSWHE BOCES regionally developed varied levels
AIS Teachers	District, Regional or BOCES-developed	WSWHE BOCES regionally developed varied levels

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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 process for assigning HEDI categories: For each SLO a baseline assesment will be developed regionally for each course named. It will be given in the fall and a summative regionally developed assesment will be given in June to measure growth to the establish target of 80% of the students will reach the target set. If 80% of the students meet the target the teacher will receive a score of 14. The scoring range will be divided into increments so that a teacher who has 100% of students reach the target will receive a score of 20. And a teacher who has 0-5% of students reach the target will receive a score of 0. The Superintendent has set the SLO targets. The teachers with Administration will meet to set the bands/tiered targets based on the pre-assesment.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	95%-100%
Effective (9 - 17 points) Results meet District goals for similar students.	54%-94%
Developing (3 - 8 points) Results are below District goals for similar students.	24%-53%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-23%

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/156743-TXEttx9bQW/scoring range HEDI.xlsx*

## 2.12) Locally Developed Controls

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

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

*"No Controls"*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://usny.nysed.gov/rtt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rtt/teachers-leaders/slo/home.html</a> ).	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 Sunday, August 05, 2012

Updated Monday, November 26, 2012

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#### Page 1

#### Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

**Growth or achievement measure(s) from these options.**

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

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

Measures based on:

- 1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students’ level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students’ performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)
  
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher’s students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
  
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in subclause 1) or 2) of this clause
  
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
  
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
  
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	3) Teacher specific achievement or growth score computed locally	State 4th grade ELA Assesment
5	3) Teacher specific achievement or growth score computed locally	State 5th grade ELA Assesment
6	3) Teacher specific achievement or growth score computed locally	State 6th grade ELA Assesment

7	3) Teacher specific achievement or growth score computed locally	State 7th grade ELA Assessment
8	3) Teacher specific achievement or growth score computed locally	State 8th grade ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	For HEDI we will use the scale score given by the state to set a target proficiency benchmark. The process for assigning HEDI categories for all targets will be set at 80% meeting that achievement target. If a teacher reached 80% they would receive 11 points. All other points are divided into intervals with the range for those using VAM of 1-15. For example, if a teacher has 0-8% of their students reach the target for achievement they would receive a score of 0. If a teacher has 100% of their students reach the target they would receive a score of 15. The Superintendent has set the target to meet. Teachers will meet with Administration to set an achievement target based on these tests that is rigorous and comparable on each grade level/discipline.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	95-100%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54-94%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	24-53%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-23%

### 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	3) Teacher specific achievement or growth score computed locally	State 4th grade Math Assessment
5	3) Teacher specific achievement or growth score computed locally	State 5th grade Math Assessment
6	3) Teacher specific achievement or growth score computed locally	State 6th grade Math Assessment

7	3) Teacher specific achievement or growth score computed locally	State 7th grade Math Assessment
8	3) Teacher specific achievement or growth score computed locally	State 8th grade Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	For HEDI we will use the scale score given by the state to set a target proficiency benchmark. The process for assigning HEDI categories for all targets will be set at 80% meeting that achievement target. If a teacher reached 80% they would receive 11 points. All other points are divided into intervals with the range for those using VAM of 1-15. For example, if a teacher has 0-8% of their students reach the target for achievement they would receive a score of 0. If a teacher has 100% of their students reach the target they would receive a score of 15. The Superintendent has set the target to meet. Teachers will meet with Administration to set an achievement target based on these tests that is rigorous and comparable on each grade level/discipline.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	95-100%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54-94%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	24-53%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-23%

### 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/5139/159137-rhJdBgDruP/scoring range HEDI.xlsx*

## 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	5) District, regional, or BOCES–developed assessments	WSWHE BOCES regionally developed Grade K ELA
1	5) District, regional, or BOCES–developed assessments	WSWHE BOCES regionally developed Grade 1 ELA
2	5) District, regional, or BOCES–developed assessments	WSWHE BOCES regionally developed Grade 2 ELA
3	5) District, regional, or BOCES–developed assessments	WSWHE BOCES regionally developed Grade 3 ELA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	As a district we have worked with the Teacher's union to set the mid point of 14 in the effective band as 80% of the students will meet the achievement target set. If 80% of the students meet the target set the teacher would receive a score of 14. The scoring range will be divided into increments so that a teacher who has 100% of students meet the target will receive a score of 20. And a teacher who has 0-5% of students meet the target will receive a score of 0. The Superintendent has set the target to meet. Teachers will meet with Administration to set an achievement target based on these tests that is rigorous and comparable on each grade level/discipline.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	95%-100%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54%-94%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	24%-53%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-23%

### 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	5) District, regional, or BOCES–developed assessments	WSWHE BOCES regionally developed Grade K Math
1	5) District, regional, or BOCES–developed assessments	WSWHE BOCES regionally developed Grade 1 Math
2	5) District, regional, or BOCES–developed assessments	WSWHE BOCES regionally developed Grade 2 Math
3	5) District, regional, or BOCES–developed assessments	WSWHE BOCES regionally developed Grade 3 Math

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	As a district we worked with the Teacher's union to set the mid point in effective at 14 points with 80% being the mid range target for the achievement goal set. If a teacher has 80% of students meet the target they receive a score of 14. The scoring range would be divided into increments so that a teacher with 100% of students meet the target would receive a score of 20. And a teacher who has 0-5% of students meet the target would receive a score of 0. The Superintendent has set the target to meet. Teachers will meet with Administration to set an achievement target based on these tests that is rigorous and comparable on each grade level/discipline.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	95%-100%
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54%-94%
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	24%-53%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-23%

### 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
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6	Not applicable	Common Branch
7	5) District, regional, or BOCES–developed assessments	WSWHE regionally developed Grade 7 Science Assessment
8	3) Teacher specific achievement or growth score computed locally	State Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	As a district we set with the Teacher's union the mid point of 14 points in the effective band as 80% for the achievement target goal. If a teacher has 80% of students meet the target they would receive a score of 14. The scoring range will be divided into increments so that a teacher who has 100% of students meet the target will receive a score of 20. And a teacher with 0-5% of students meet the target will receive a score of 0. The Superintendent has set the target to meet. Teachers will meet with Administration to set an achievement target based on these tests that is rigorous and comparable on each grade level/discipline.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	95-100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54-94%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	24-53%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-23%

### 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	Common Branch
7	5) District, regional, or BOCES–developed assessments	WSWHE regionally developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	WSWHE regionally developed Grade 8 Social Studies Assessment

For Grades 6-8 Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for

a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	As a district we worked with the Teacher's union to set the mid point in effective at 14 points with 80% being the mid range target for the achievement goal set. If a teacher has 80% of students meet the target they receive a score of 14. The scoring range would be divided into increments so that a teacher with 100% of students meet the target would receive a score of 20. And a teacher who has 0-5% of students meet the target would receive a score of 0. The Superintendent has set the target to meet. Teachers will meet with Administration to set an achievement target based on these tests that is rigorous and comparable on each grade level/discipline.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	95-100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54-94%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	24-53%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-23%

### 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	5) District, regional, or BOCES–developed assessments	WSWHE BOCES regionally developed Grade 9 Social Studies Assesment
Global 2	3) Teacher specific achievement or growth score computed locally	Global 2/Grade 10 Regents
American History	3) Teacher specific achievement or growth score computed locally	American History 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.	As a district we worked with the Teacher's union to set the mid point in effective at 14 points with 80% being the mid range target for the achievement goal set. If a teacher has 80% of students meet the target they receive a score of 14. The scoring range would be divided into increments so that a teacher with 100% of students meet the target would receive a score of 20. And a teacher who has 0-5% of students meet the target would receive a score of 0. The Superintendent has set the target to meet. Teachers will meet with Administration to set an achievement target based on these tests that is rigorous and comparable on each grade level/discipline.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	95-100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54-94%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	24-53%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-23%

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	Regents Living Environment
Earth Science	3) Teacher specific achievement or growth score computed locally	Regents Earth Science
Chemistry	3) Teacher specific achievement or growth score computed locally	Regents Chemistry
Physics	3) Teacher specific achievement or growth score computed locally	Regents Physics

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	As a district we worked with the Teacher's union to set the mid point in effective at 14 points with 80% being the mid range target for the achievement goal set. If a teacher has 80% of students meet the target they receive a score of 14. The scoring range would be divided into increments so that a teacher with 100% of students meet the target would receive a score of 20. And a teacher who has 0-5% of students meet the target would receive a score of 0. The Superintendent has set the target to meet. Teachers will meet with Administration to set an achievement target based on these tests that is rigorous and comparable on each grade level/discipline.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	95-100%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54-94%
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	24-53%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-23%

### 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	5) District, regional, or BOCES–developed assessments	WSWHE BOCES regionally developed Algebra 1
Geometry	5) District, regional, or BOCES–developed assessments	WSWHE BOCES regionally developed Geometry
Algebra 2	5) District, regional, or BOCES–developed assessments	WSWHE BOCES regionally developed Algebra 2

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	As a district we worked with the Teacher's union to set the mid point in effective at 14 points with 80% being the mid range target for the achievement goal set. If a teacher has 80% of students meet the target they receive a score of 14. The scoring range would be divided into increments so that a teacher with 100% of students meet the target would receive a score of 20. And a teacher who has 0-5% of students meet the target would receive a score of 0. The Superintendent has set the target to meet. Teachers will meet with Administration to set an achievement target based on these tests that is rigorous and comparable on each grade level/discipline.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	95-100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54-94%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	24-53%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-23%

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	WSWHE BOCES regionally developed Grade 9 ELA
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	WSWHE BOCES regionally developed Grade 10 ELA
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	WSWHE BOCES regionally developed Grade 11 ELA

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	As a district we worked with the Teacher's union to set the mid point in effective at 14 points with 80% being the mid range target for the achievement goal set. If a teacher has 80% of students meet the target they receive a score of 14. The scoring range would be divided into increments so that a teacher with 100% of students meet the target would receive a score of 20. And a teacher who has 0-5% of students meet the target would receive a score of 0. The Superintendent has set the target to meet. Teachers will meet with Administration to set an achievement target based on these tests that is rigorous and comparable on each grade level/discipline.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	95-100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54-94%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	24-53%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-23%

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Physical Ed Elem. K and 3rd grade	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed PE Grades K and 3
Physical Ed. MS/HS	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed PE Grades 5,6,8 and 9-12
Music Elementary	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed Music Grades K, 2, 4
Music HS Band	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed Music Sr. High Band
Music-Sr. Chorus and Music 8	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed Music Grade 8 and Sr. Chorus
Art-K, 2 and 3	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed Art Grades K, 2, 3
Art-MS, HS-grade 7 and Studio in Art	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed Art Grade 7 and Studio in Art

Health MS/HS	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed Health 7
Family and Consumer Science	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed FACS Grade 8
Business HS	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed Business Combined grades 9-12
MAOS	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed MOAS Grade 11/12
Technology MS	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed Tech Grade 8
Technology-D, Production and Aerospace	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed Tech Grades 9-12
French 7 and Level I	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed French 7 and Level 1
Science Grade 7	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed Science Grade 7
All other teachers not named	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed-course specific All remaining disciplines
Science - Criminology	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed Science Grade 11/12
Special Ed Self Contained	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed Special Ed varied grades k-12
Special Ed Resource/CT	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed Special Ed varied grades K-12
AIS Teachers	5) District/regional/BOCES–developed	WSWHE BOCES regionally developed AIS varied grades K-12

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or	As a district we worked with the Teacher's union to set the mid point in effective at 14 points with 80% being the mid range target for the achievement goal set. If a teacher has
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graphic at 3.13, below.	80% of students meet the target they receive a score of 14. The scoring range would be divided into increments so that a teacher with 100% of students meet the target would receive a score of 20. And a teacher who has 0-5% of students meet the target would receive a score of 0. The Superintendent has set the target to meet. Teachers will meet with Administration to set an achievement target based on these tests that is rigorous and comparable on each grade level/discipline.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	95-100%
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54-94%
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	24-53%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-23%

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/5139/159137-y92vNseFa4/scoring range HEDI.xlsx*

### 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 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.

*The district will, in the event a teacher has more than one locally selected measure, combine the numbers for one overall score. Each teacher will get a score per area tested. Administration will then take the number of scores add them together to get th average score for HEDI the teacher will receive. An example: The teacher's first local score is 14 points on HEDI, their second score is 10 points on HEDI. We will add the two scores together to get 24 points and divide by 2 thus giving the teacher 12 points for HEDI for their local*

### 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 Sunday, August 05, 2012

Updated Monday, November 05, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching*

*(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 60 points will be based from the 2007 Danielson Rubric. All scores will be calculated for each domain based on the evidence observed in the componts of the rubric.*

*Domains 1 and 4 both have 6 elements which will equal 10 points each or a total of 20 points.*

*Domain 2 and 3 both have 5 elements which will equal 20 points each or a total of 40 points.*

*HEID range will be 57-60 points is Highly Effective; 47-56 Effective; 17-46 Developing; 0-16 Ineffective which equals the in Danielson 0 points is unsatisfactory = ineffective range*

*2.25 points is basic=developing range*

*3.5 points is proficient=effective range*

4.0 points is distinguished=highly effective range

Example: If a teacher receives all "proficient" which is the same as "effective" the scoring would be calculated this way:

Domain 1:  $6 \times 3.5 = 21$  out of 24 possible points =  $.875 \times 10$  points because this domain is only 10 out of the 60 points which equal 8.75 points for this domain.

The same would be true for domain 4.

Domains 2 and 3 would be similar with a heavier weighting. Domain 2:  $5 \times 3.5 = 17.5$  out of a possible 20 points =  $.875 \times 20$  because this domain is 20 out of the 60 points which will equal 17.5 points for each of Domains 2 and 3. The total for these two domains would be 35 points.

Summary of example: Domain 1 8.75

Domain 2 17.5

Domain 3 17.5

Domain 4 8.75

Total 52.5

A teacher who is solid Highly effective would score a 60

A teacher who is solid Effective would score a 52.5

A teacher who is solid Developing would score a 33.75

A teacher who is solid Ineffective would score a 15.0

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.

(No response)

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.	57-60
Effective: Overall performance and results meet NYS Teaching Standards.	47-56
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	17-46
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	0-16

Provide the ranges for the 60-point scoring bands.

Highly Effective	57-60
Effective	47-56
Developing	17-46
Ineffective	0-16

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	3
4.6) Observations of Probationary Teachers   Informal/Short	1
4.6) Observations of Probationary Teachers   Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, July 31, 2012

Updated Friday, October 19, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

#### **Locally-selected Measures of**

#### **growth or achievement**

#### **Other Measures of Effectiveness**

#### **(Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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	57-60
Effective	47-56
Developing	17-46
Ineffective	0-16

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, July 31, 2012

Updated Wednesday, August 29, 2012

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### 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/5265/157353-Df0w3Xx5v6/TEACHER.PDF>

#### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Appeals concerning a teacher's performance review must be filed no later than twenty-one (21) days of the date when the teacher receives it. Appeals concerning the issuance of an improvement plan must be filed within 21 days of the School District's alleged failure to comply with any of the requirements prescribed in applicable law and regulations for the issuance of improvement plans. Appeals concerning implementation of the terms of an improvement plan must be filed within 21 days from the date of the School District's alleged failure to implement any of the terms of the plan. No appeal shall be entertained and will be deemed waived unless it*

*was filed within the applicable timeline referenced in the agreement. The subject matter of the timely appeal or any untimely appeal shall not be reviewed in any other forum.*

*Upon unanimous decision, the Superintendent's Appeal Panel will submit a written decision on the merits of the teacher's appeal no later than 15 days from the date the teacher filed his/her appeal. A Non-unanimous decision, each panel member will submit a written statement detailing his/her position to the Superintendent within 5 days of panel hearing. A non-unanimous decision, the Superintendent or his designee shall issue a written decision on the merits of the teacher's appeal no later than 15 days from the date when the Superintendent's Panel was unable to reach a unanimous decision.*

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

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

*Lead evaluators will be trained and continuously updated through WSWHE BOCES. They will attend any and all required trainings and re-certification sessions.*

*They will all attend WSWHE BOCES inter-rater training sessions. They will also participate in DVD self training development sessions to assure reliability through out the district administration.*

*Table top review sessions of all administrators will be held through out the year to review all evaluations and procedures being used.*

## 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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, August 06, 2012

Updated Friday, October 19, 2012

## Page 1

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

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

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

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

PK-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Not applicable
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	(No response)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	(No response)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	(No response)
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	(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/5365/159224-lha0DogRNw/principal.PDF](#)

## 7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future,

any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*(No response)*

## 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: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	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, July 31, 2012

Updated Thursday, November 08, 2012

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## Page 1

### Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
PK-12	(a) achievement on State assessments	ELA 4-8 NYS
PK-12	(a) achievement on State assessments	Math 4-8 NYS

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The process for setting HEDI was the same as for the teachers with 80% being set at the mid range point of effective at 11 points. If 80% of the students met the target set the Principal will receive 11points. The scoring range will be divided into increments so that a Principal with 100% meeting the target will receive a score of 15. And a Principal with 0-8% meeting the target will receive a score of 0. The target has been set by the Superintendent for 80%. It is based on achievement target set between the administration and Superintendent.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	95-100%
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	54-94%
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	24-53%

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. 0-23%

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/5366/157342-qBFVOWF7fC/scoring range HEDI.xlsx](#)

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

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

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

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

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

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

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

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

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

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

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

*(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th*

grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
"not applicable"		

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)

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.

### 8.3) Locally Developed Controls

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

*"No controls"*

### 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.

*The district will take each percent score and get a mean percentage based on the number that reached the target. We will then combine the percent to get one combined percentage and find it in the scoring range chart and that will give one final score point for 0-15 points.*

### 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, July 31, 2012

Updated Monday, November 05, 2012

## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

### 9.4) Sources of Evidence (if applicable)

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

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

### 9.5) Survey Tool(s) (if applicable)

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

- Checked

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

(No response)

(No response)

(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 Superintendent met with the Administrators involved and determined the ranges for each level. They referenced and used the data that the teachers will be using for their HEDI ratings to help determine the building Principals HEDI ratings.*

*Highly effective range = 57-60 points  
 Effective range = 47-56  
 Developing range = 17-46  
 Ineffective range = 0-16*

*The Multidimensional Rubric will be converted to a four point scale using the following average scores:  
 0.0 points through 1.54 points on Multidimensional will equate to 0-16 points out of 60 for Ineffective Range  
 1.55 points through 2.5 points on Multidimensional will equate to 17-46 points out of 60 for Developing Range  
 2.51 points through 3.5 points on Multidimensional will equate to 47-56 points out of 60 for Effective Range  
 3.51 points through 4.0 points on Multidimensional will equate to 57 - 60 out of 60 for Highly Effective Range*

*All of the Principal will be observed to get these points. The points on each section will be added together to get an average domain point for each section of Multidimensional.*

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/5143/157355-pMADJ4gk6R/appr multidimentional to '.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.	57-60: Points for highly effective are determined by the overall scores indicated on the Multidimensional Principal Rubric
Effective: Overall performance and results meet standards.	47-56: Points for Effective are determined by the overall scores indicated on the Multidimensional Principal Rubric.
Developing: Overall performance and results need improvement in order to meet standards.	17-46: Points for Developing are determined by the overall scores indicated on the Multidimensional Principal Rubric.
Ineffective: Overall performance and results do not meet standards.	0-16: Points for Ineffective are determined by the overall scores indicated on the Multidimensional Principal Rubric.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	57-60
Effective	47-56
Developing	17-46
Ineffective	0-16

## 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	1
By trained administrator	1
By trained independent evaluator	0
Enter Total	2

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Wednesday, August 08, 2012

Updated Friday, October 19, 2012

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## Page 1

### **Standards for Rating Categories**

#### **Growth or Comparable Measures**

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

**2012-13 where there is no Value-Added measure**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	57-60
Effective	47-56
Developing	17-46
Ineffective	0-16

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, July 31, 2012

Updated Monday, November 05, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/157354-Df0w3Xx5v6/principal.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:

*Appeals concerning a Principal's performance review must be filed no later than twenty-one days of the date when the Principal receives it. Appeals of a PIP must be filed within 21 days of issuance of a PIP. A written decision must be presented on the merits of the appeal no later than 15 days from the date the Principal filed his/her appeal.*

### 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.

*All lead evaluators will be trained through WSWHE BOCES. They will also take part in any updates or re-certification that takes place during the upcoming school years. They will participate as a team in the inter-rater reliability training conducted by BOCES and will participate in DVD in-house inter-rater practice sessions.*

*The Lead Evaluators have attended ten trainings and they are continuing to train when any trainings are offered through our BOCES.*

## 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

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• Checked

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## 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, July 31, 2012

Updated Monday, November 26, 2012

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### Page 1

#### 12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/157356-3Uqgn5g9Iu/APPR sign off 11-26-12.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.

North Warren Central School																				
Target: 80% of students will meet the target set.																				
Scoring Range:																				
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	99%	97%	94%	90%	85%	80%	79%	74%	70%	64%	58%	53%	49%	44%	39%	33%	28%	23%	15%	5%
	-98	-95	-91	-86	-81		-75	-71	-65	-59	-54	-50	-45	-40	-34	-29	-24	-16	-6	0
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0					
100%	99%	94%	88%	82%	79%	71%	62%	53%	48%	42%	36%	29%	23%	16%	8%					
	-95	-89	-83	-80	-72	-63	-54	-49	-43	-37	-30	-24	-17	-9	0					

Rubric Points	HEDI point value		
0.0-0.1	0		
0.2-0.4	1		
0.5-0.9	2		
1.0-1.02	3		
1.03-1.06	4		
1.07-1.1	5		
1.11-1.14	6		
1.15-1.18	7		
1.19-1.22	8		
1.23-1.26	9	Ineffective Range	
1.27-1.3	10		
1.31-1.34	11		
1.35-1.38	12		
1.39-1.42	13		
1.43-1.46	14		
1.47-1.5	15		
1.51-1.54	16		
1.55	17		
1.56	18		
1.57	19		
1.58	20		
1.59	21		
1.6	22		
1.6-1.62	23		
1.63-1.7	24		
1.71-1.75	25		
1.76-1.8	26		
1.81	27		
1.82	28	Developing Range	
1.83	29		
1.84-1.9	30		
1.91-1.92	31		
1.93-1.95	32		
1.96-1.97	33		
1.98	34		
1.99-2.1	35		
2.11-2.2	36		
2.21-2.3	37		
2.31-2.39	38		
2.4	39		
2.41	40		
2.42	41		
2.43	42		
2.44-2.45	43		
2.46-2.47	44		

2.48-2.49			45		
2.5			46		
2.51			47		
2.52-2.6			48		
2.61-2.7			49		
2.71-2.8			50		
2.81-2.9			51	Effective Range	
2.91-3.0			52		
3.1-3.19			53		
3.2-3.3			54		
3.31-3.4			55		
3.41-3.5			56		
3.51-3.6			57		
3.61-3.8			58	Highly Effective Range	
3.81-3.9			59		
3.91-4.0			60		

North Warren Central School																				
Target: 80% of students will meet the target set.																				
Scoring Range:																				
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	99%	97%	94%	90%	85%	80%	79%	74%	70%	64%	58%	53%	49%	44%	39%	33%	28%	23%	15%	5%
	-98	-95	-91	-86	-81		-75	-71	-65	-59	-54	-50	-45	-40	-34	-29	-24	-16	-6	0
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0					
100%	99%	94%	88%	82%	79%	71%	62%	53%	48%	42%	36%	29%	23%	16%	8%					
	-95	-89	-83	-80	-72	-63	-54	-49	-43	-37	-30	-24	-17	-9	0					

North Warren Central School																				
Target: 80% of students will meet the target set.																				
Scoring Range:																				
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	99%	97%	94%	90%	85%	80%	79%	74%	70%	64%	58%	53%	49%	44%	39%	33%	28%	23%	15%	5%
	-98	-95	-91	-86	-81		-75	-71	-65	-59	-54	-50	-45	-40	-34	-29	-24	-16	-6	0
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0					
100%	99%	94%	88%	82%	79%	71%	62%	53%	48%	42%	36%	29%	23%	16%	8%					
	-95	-89	-83	-80	-72	-63	-54	-49	-43	-37	-30	-24	-17	-9	0					

**This APPR Agreement is made on August 27, 2012 by and between the North Warren Central School District (the “District”) and the North Warren Administrators (the “Administrators” Building Principal, Assistant Superintendent for Curriculum, Instruction and Assessment) as follows:**

Decisions for substantive changes to the rubric, SLO development process, achievement assessments or target scoring issues will be determined by consensus amongst the administrators. Meetings will be held at least once a year with the administrators to review the composite scores of the administrators and to determine if substantive changes are warranted. All mandatory subjects will be negotiated through the APPR process.

**Components of the Evaluation System:**

**20% Growth – In grades k-3 two SLOs will be used, one for ELA and one for Math and in grades 4-8 ELA and math and/or high school courses with State or Regents assessments, NYSED will provide value-added measures. NYSED will also provide a HEDI subcomponent rating category and score from 0-25 points. Student learning objectives (SLOs) will be the other comparable growth measures for administrators. SLOs will be developed using the assessment covering the most students in the school and continuing until at least 30% of students in the school are covered by SLOs.**

**20% Locally-Selected Measures (15% after VAM)**

The District and Administrators have a mutual interest to not add an additional assessment into the APPR process, both parties acknowledge the significance of the measures selected for APPR purposes within the context of growth.

- Administrators will collaborate with faculty representatives appointed by the North Warren Teachers Association to determine what measures will be used for the local achievement scores and this assessment will then be used for the principal’s achievement score as well. Targets will be set collaboratively with the administrators.
- The HEDI rubric scale used in conjunction with SLOs align the target set to score 14 (11 with VAM).

**Local Measures for the other 60% based on ISLLC standards**

The parties agree to use the Multidimensional Principal Practice Rubric (MPPR).

- The MPPR contains domains, components, and elements as follows:

Domain 1 Shared Vision		Domain 2 Culture & Ins. Program		Domain 3 Safe, Effective Learning Environment		Domain 4 Community		Domain 5 Integrity, Fairness, Ethics		Domain 6 Political, Social, Economic		Goal Setting	
Culture	3	Culture	3	Capacity	2	Planning	1	Sustain.	3	Sustain.	2	Uncovering	4
Sustain.	1	Program	3	Culture	1	Culture	1	Culture	3	Culture	1	Planning	4
		Capacity	2	Sustain.	1	Sustain	1					Action	3

		Sustain.	1	Program	1						Evaluating	3
		Planning	1									
Totals	4		10		5		3		6		3	14

Two observations shall be done annually for administrators with the understanding that observations must account for a minimum of 31 of 60 points as per SED.

One announced observation will be scheduled between the administrator and the superintendent. One additional observation will be unannounced with both observations being completed by March 15<sup>th</sup>. An initial meeting will be held within the last two weeks of August or the first two weeks of school to review the principal’s goals. An intermediate meeting will be held with the last five weeks of the second marking period to review progress. The final MPPR will be completed by June 15 and a meeting will be set to review the score on the MPPR with the principal prior to the end of the school year.

All 60 points be based from the Multidimensional Practice Rubric.

- Domain 1 will count for 4 of the 60 points.
- Domain 2 will count for 25 of the 60 points.
- Domain 3 will count for 15 of the 60 points.
- Domain 4 will count for 3 of the 60 points.
- Domain 5 will count for 6 of the 60 points.
- Domain 6 will count for 3 of the 60 points.
- Goal Setting will count for 4 of the 60 points

Each element will be scored as follows:

<b>Ineffective</b> 0 points	<b>Developing</b> 2.25 points	<b>Effective</b> 3.5 points	<b>Highly Effective</b> 4.0 points
--------------------------------	----------------------------------	--------------------------------	---------------------------------------

**Agreed Upon Scoring Range for the 60%: (No Value – Added Measure)**

2012-13	Growth	Locally Selected	60%	Overall
Highly Effective	18-20	18-20	57-60	91-100
Effective	9-17	9-17	47-56	75-90
Developing	3-8	3-8	17-46	64-74
Ineffective	0-2	0-2	0-16	0-64

A principal who is a solid Highly Effective would score 60.0.

A principal who is a solid Effective would score 55.

A principal who is a solid Developing would score 33.75.

A principal who is a solid Ineffective would score a 0.0

**Scoring Methodology:**

As stated previously, the scoring rubric within the context of the 20% Growth and 20% Local-Achievement be set so that successful completion of an SLO target would earn a score of 14. The rest of the HEDI scale would be calculated above and below equally using this “Effective” score of 14 as the starting point for the remainder of the calculations.

As stated previously, “Effective” administrators aim to achieve a score of 55 within the context of the 60% observations and other measures. This final score will be determined after May 1<sup>st</sup>, providing time for principals to submit additional evidence through their binders.

The rating on the “other measures” 60% subcomponent and either of the other two subcomponents for which the evaluation rating is available before the end of the school year shall be computed and provided to the administrator before the end of the school year for which the performance is being measured. All performance reviews for each administrator whose scores are not available before the end of the school year will have their rating for “other measures” 60% subcomponent provided to them prior to the end of the school year, and the overall rating including the other subcomponents will be made available to principals by September 1<sup>st</sup> of the school year following the evaluation year.

### **Critical Employment Decisions:**

The evaluation system will be used as a significant factor for employment decisions as evidenced by the point values assigned and negotiated for each area of the APPR.

The District recognizes the positive potential of the APPR process within the context of professional development. The District will take steps to incorporate the information obtained through the APPR process to plan meaningful and relevant professional development. The District will provide resources for professional support such as mentoring and workshops to target specific or individual areas of need if funds are available.

Constructive and timely feedback will be provided through post observation conferences within two weeks of an observation.

### **Appeal Procedures and Principal Improvement Plan (PIP)**

A PIP will be used for an administrator scoring in the “Developing” or “Ineffective” range. The agreed upon PIP is attached.

- **Tenured principals scoring in the “Developing” range will have:**
  - 1) At least one goal area
  - 2) A meeting with the superintendent to develop the plan and the goal(s)
  - 3) A meeting at mid-year and a final meeting at the conclusion of the year, which may coincide with the final evaluation meeting.
  
- **Tenured principals scoring in the “Ineffective” range and non-tenured principals scoring in either the “Developing” or “Ineffective” range will have:**
  - 1) A review meeting with the superintendent and an Administrators representative.
  - 2) Goal areas will be developed with all parties. There will be meetings every five weeks to assess progress of the plan. With sufficient progress in the first semester, the meetings may then occur as needed for the duration of the second semester.

**Appeals** – The following shall apply to the appeals of the annual performance reviews and/or the issuance or implementation of improvement plans:

- A) **Definitions** – For the purposes of this Agreement, the terms are defined as follows:

(1) "Performance review" shall mean a principal's annual professional performance required by the Education Law and regulations of the Commissioner of Education.

(2) "Highly effective," "effective," "developing" and "ineffective" shall have the same meaning given to those terms in regulations of the Commissioner of Education applicable to the Annual Professional Performance review of principals.

(3) "Days" shall mean calendar days.

(4) "Principal-Administrator" shall mean a principal of the School District as defined in Section 3012-c of the New York State Education Law.

**B) Right to Appeal** – A principal may appeal his or her annual professional performance review and the School District's issuance and/or implementation of a legally required improvement plan in accordance with the procedures and conditions set forth in this Agreement. Such procedures and conditions constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a principal's performance review and/or improvement plan.

**C) Scope of Performance Appeals**

(1) For a tenured principal, only a principal who receives an overall rating of "developing" or "ineffective" may appeal his or her performance review.

(2) For a probationary principal, only a principal who receives an overall rating of "ineffective" may appeal his or her performance review.

(3) An administrator/principal may appeal only the substance of his or her performance review, the School District's adherence to standards and methodologies required for such reviews, adherence to the applicable regulations of the Commissioner of the Education, and compliance with the negotiated procedures applicable to the conduct of performance reviews set forth in the School District's annual professional performance review plan.

(4) A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

**D) Scope of Improvement Plan Appeals**

(1) A probationary principal must be provided an improvement plan upon receiving a final performance rating of "developing" or "ineffective." A tenured principal must be provided an improvement plan upon receiving a final performance rating of "developing" or "ineffective." Such principal may appeal the School District's issuance of such a plan and/or implementation of the terms of an improvement plan.

(2) A principal may appeal only the issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans.

- (3) A principal may not file multiple appeals regarding the issuance of the same improvement plan. All grounds for appealing the issuance of an improvement plan must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

**E) Timelines for the Commencement of an Appeal**

- (1) Appeals concerning a principal's performance review must be filed no later than ten (10) days of the date when the principal receives it.
- (2) Appeals concerning the issuance of an improvement plan must be filed within fifteen (15) days of the School District's alleged failure to comply with any of the requirements prescribed in applicable law and regulations for the issuance of improvement plans.
- (3) Appeals concerning implementation of the terms of an improvement plan must be filed within fifteen (15) days from the date of the School District's alleged failure to implement any of the terms of the plan.
- (4) No appeal shall be entertained and will be deemed waived unless it was filed within the applicable timeline referenced in this Agreement. The subject matter of any timely appeal or any untimely appeal shall not be reviewed in any other form.

**F) Filing of an Appeal**

- (1) An appeal must be submitted to the Superintendent or his/her designee, in writing, on a form as prescribed by the Superintendent and approved by the Association containing a detailed description of the precise point(s) of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. In addition, the principal must submit any and all additional documents or written materials specific to the point(s) of disagreement that support the principal's appeal and are relevant to the resolution of the appeal including the particular performance review and/or improvement plan, as appropriate. Any such additional information not submitted at the time the appeal is filed will not be considered in the Superintendent's deliberations related to the resolution of the appeal. There will be no oral argument of the appeal to the Superintendent of his/her designee.
- (2) Notwithstanding any other provision of this Agreement, the principal bears the burden of proving by substantial evidence the merits of his or her appeal.

**G) Resolution of an Appeal**

- (1) The Superintendent or his or her designee shall issue a written decision on the merits of the principal's appeal no later than fifteen (15) days from the date when the principal filed his or her appeal.
- (2) The decision of the Superintendent or the Superintendent's designee shall set forth the reasons and factual basis for each determination of each of the specific issues raised in the appeal.

- (3) The decision of the Superintendent or the Superintendent's designee shall be final and binding. An appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent or the Superintendent's designee shall not be subject to any further appeal or review.
- (4) A decision sustaining an appeal regarding the substance of a principal's particular performance review and/or the issuance of an improvement plan for the principal shall require that the School District revise the performance review and/or improvement plan as appropriate, in accordance with the decision. A revised version of the performance review and/or improvement plan shall be placed in the principal's personnel file, and the original successfully appealed performance review and/or improvement plan shall be redacted accordingly.
- (5) A decision sustaining an appeal regarding implementation of the terms of a principal's improvement plan shall require the School District to take appropriate steps to ensure compliance with and the achievement of those terms.

**Completion of Negotiation** – During the negotiations in connection with the provisions of this Agreement, the School District and the Administrators had the opportunity to present proposals regarding all mandatory subjects of bargaining in connection with the requirements of Section 3012-c of the Education Law and the applicable regulations of the Commissioner of Education.

**Agreement** – This Agreement shall satisfy both parties' obligations pursuant to the Education Law, including Section 3012-c, and the regulations of the Commissioner of Education.

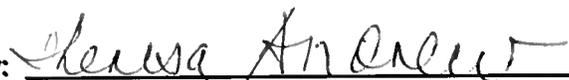
**SED Review Room** – The District shall complete the SED Review Room report by incorporating the provisions contained in this APPR Agreement. The Review Room certification form required by SED, will be signed by the President of the Board of Education, the Administrators, and the Superintendent.

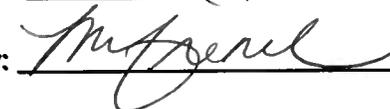
**Duration** – This APPR Agreement is effective on July 1, 2012, and shall continue in effect until and unless the parties hereto modify it by mutual agreement in writing.

North Warren Central School District

By: 

North Warren Administrators

By: 

By: 

## North Warren Central School District APPR Appeals Form-Principals

Principal \_\_\_\_\_

Building \_\_\_\_\_

Evaluator \_\_\_\_\_

Date of Appeal \_\_\_\_\_

Principal/administrators may challenge their APPR based on: substance, the district's adherence to the plan, including methodologies and standards; and adherence to the regulations and compliance with locally negotiated procedures. Appeals must be submitted within 15 calendar days of receipt of the APPR composite score.

### Grounds for an Appeal:

Indicate the grounds for the appeal, if there are several, they must all be indicated within one appeal. Any grounds not raised at the time of the appeal is filed shall be deemed waived.

- The substance of the annual professional performance review:
- The district's failure to adhere to the standards and methodologies required for the APPR, pursuant to *Education Law* §3012-c and applicable rules and regulations;
- The district's failure to comply with applicable locally negotiated procedures;
- The district's failure to issue and/or implement the terms of the principal improvement plan (PIP), as required under *Education Law* §3012-c.

### Statement of Grievance:

List and attach the supporting documentation.  
File with the Superintendent.

Signature of appealing principal \_\_\_\_\_

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Received by the Superintendent on \_\_\_\_\_

North Warren Central School District

**Principal Improvement Plan (PIP)**

All Principals who receive on overall composite score rating of Developing or Ineffective on their Annual Professional Performance Review will receive a Principal Improvement Plan within ten (10) days of the opening classes in the school year. A probationary Principal will use this form and a tenured Principal who receives a composite rating of Ineffective or two (2) consecutive years of Developing will also use this form.

Issued to: \_\_\_\_\_ Position: \_\_\_\_\_

Issued by: \_\_\_\_\_ Date Issued: \_\_\_\_/\_\_\_\_/\_\_\_\_

The following is a chart of specific domains and components that are in need of improvement and corresponding action plans.

Areas of Improvement	Plan(s) of Action	Principal's Responsibility	Supervisor's Responsibility	Timeline for Achieving Improvement	How Will Improvements Be Assessed?

Optional: Principal Comments:

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Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Optional: Evaluator Comments:

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Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Final Determination of PIP completion:

Was the Principal Improvement Plan completed as outlined above?      Yes      If No – Explain why not and next steps:

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Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Principal Improvement Plan (PIP) – Progress Form

As a result of this PIP, we anticipate that said Principal will substantially improve in the areas identified as needing improvement. Regular meetings as outlined above will be held between the superintendent or superintendent's designee, the Principal, and an association representative to discuss progress and make adjustments in the plan when/where applicable.

Progress Report: To be completed by the superintendent or superintendent's designee and reviewed with the Principal and an administrator representative during regular PIP meetings to monitor and assess progress towards targets.

Date of Progress Meeting	Areas of Improvement	Status of Action Plans	Names of Meeting Attendees	Satisfactory Progress		Plan Adjustment Needed
				YES	NO	

North Warren Central School																				
Target: 80% of students will meet the target set.																				
Scoring Range:																				
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	99%	97%	94%	90%	85%	80%	79%	74%	70%	64%	58%	53%	49%	44%	39%	33%	28%	23%	15%	5%
	-98	-95	-91	-86	-81		-75	-71	-65	-59	-54	-50	-45	-40	-34	-29	-24	-16	-6	0
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0					
100%	99%	94%	88%	82%	79%	71%	62%	53%	48%	42%	36%	29%	23%	16%	8%					
	-95	-89	-83	-80	-72	-63	-54	-49	-43	-37	-30	-24	-17	-9	0					

North Warren Central School																				
Target: 80% of students will meet the target set.																				
Scoring Range:																				
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
100%	99%	97%	94%	90%	85%	80%	79%	74%	70%	64%	58%	53%	49%	44%	39%	33%	28%	23%	15%	5%
	-98	-95	-91	-86	-81		-75	-71	-65	-59	-54	-50	-45	-40	-34	-29	-24	-16	-6	0
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0					
100%	99%	94%	88%	82%	79%	71%	62%	53%	48%	42%	36%	29%	23%	16%	8%					
	-95	-89	-83	-80	-72	-63	-54	-49	-43	-37	-30	-24	-17	-9	0					

**This APPR Agreement is made on July 24, 2012 by and between the North Warren Central School District (the “District”) and the North Warren Teachers Association (the “Association”) as follows:**

**Implementation:**

There shall be the development of a District APPR Committee made up of faculty representatives appointed by the President of the NWTa and an administrator appointed by the Superintendent. The purpose of this committee will be to meet in March of 2013 and in March of each year thereafter to review the APPR process to date and to make changes if needed. An additional meeting will be held in January of 2014 and in January of each year thereafter to review the APPR outcomes such as the number of teachers in each HEDI category.

All changes that are mandatory subject to bargaining relating to the APPR process will be finalized through negotiations between the District and the Association. Decisions regarding non-mandatory subjects will be determined by consensus. If consensus is not possible, the Superintendent will make a determination.

**Components of the Evaluation System:**

**20% Growth**

The District and Association understand that the assessments used within the context of 20% Growth are not subject to negotiation and we must meet compliance regulations with New York State. Efforts will be made to avoid the use of additional assessments within the context of the 20% locally selected measures. This is of mutual interest to both parties so that students are not subjected to excessive assessments. Steps shall be taken in good faith to work towards this mutual interest. The District and Association both understand that if the same assessment is used within the context of the 20% locally selected measures, it is necessary to consider the scores of the assessments within the appropriate context of Growth vs. Achievement.

- The State mandated assessments will be used as applicable.
- The District will use BOCES Regional assessments, District developed assessments, or assessment from the New York State approved list for the growth measure for all assessments for which there are no State provided assessments. This assessment may be used as part of the course final examination in the High School and Grades 7-8, determined in the same manner as locally-selected measures.
- The pre-assessment testing will be administered within the first 5 weeks of the school year. The Administrators will meet with Teacher Teams to develop SLOs once baseline data is established. SLOs will be developed within 5 weeks after the baseline results are known.
- The parties agree that HEDI rubric scaled used in conjunction with SLOs align the target set to score 14.

## 20% Locally-Selected Measures (15% after VAM)

The District and Association have a mutual interest to not add an additional assessment into the APPR process for the 20% Locally Selected Measures. A growth measurement will be used for the purpose of APPR and will be determined within the first ten (10) weeks of the school year.

- The Administrators will collaborate with faculty members in Grades 7-12 and at least one additional practicing teacher from each course to determine what measures will be used for the local achievement scores. These measures may include testing, portfolios, performances, rubrics, projects, etc.
- The HEDI rubric scale used in conjunction with the SLOs will align the target set to score 14.
- Value added factors as authorized by SED will be used to assist in determining an appropriate measure of student growth.

## Measures for the remaining 60% based on teaching standards

The 2007 Danielson Rubric will be used.

Danielson 2007 Rubric summary							
		Observable		Observable			
Domain 1	# of Elements	Domain 2	# of Elements	Domain 3	# of Elements	Domain 4	# of Elements
Domain 1a	3	Domain 2a	2	Domain 3a	4	Domain 4a	2
Domain 1b	5	Domain 2b	3	Domain 3b	3	Domain 4b	3
Domain 1c	4	Domain 2c	5	Domain 3c	4	Domain 4c	3
Domain 1d	3	Domain 2d	3	Domain 3d	4	Domain 4d	4
Domain 1e	4	Domain 2e	2	Domain 3e	3	Domain 4e	3
Domain 1f	4	Domain 2f	N/A	Domain 3f	N/A	Domain 4f	5
Total	23	Total	15	Total	18	Total	20
<b>10 of 60 total points</b>		<b>20 of 60 total points</b>		<b>20 of 60 total points</b>		<b>10 of 60 total points</b>	

The two observations will be completed annually for all teachers.

- For tenured teachers, there will be one formal, full period announced observation with a pre and post conference scheduled with the teacher and the supervising administrator. The post observation will be scheduled and completed within two week of the observation. During the pre-conference, the teacher will provide a written lesson plan and review the lesson with the administrator. During the post conference, the administrator will indicate what components of the Danielson’s Framework for Teaching Rubric (2007 Edition) were evaluated (see rubric). All components of the observation will be shared with the teacher, confirmation of which will be acknowledged by the teacher’s signature. A signature by the teacher does not necessarily indicate agreement with the findings, but indicates only that the post-conference has been held. After

receiving all components of the observation, the teacher shall have the opportunity to rebut any inaccuracies and deficiencies. If, upon review, the administrator feels the rebuttal is valid, the inaccuracy shall be corrected. The lack of a rebuttal shall not in any way influence the appeals process.

- For non-tenured teachers, there will be three formal, full period announced observations, which will follow the same procedure outlined above for tenured teacher.
- For both tenured and non-tenured teachers, there will be one 20-30 minute (minimum) unannounced observation designated within a three week time period agreed upon by the teacher and the Administrator. The unannounced observation will be limited to Domains 2 and 3 of the 2007 Danielson Rubric.
  - Lesson plans do not need to be provided for unannounced observations but are to be available on request.
  - A post observation conference will take place within two weeks of the unannounced observation. Teachers shall have the opportunity to submit a rebuttal/comments for inclusion in the teacher's file.
  - There will be a two week time period between observations, regardless of announced or unannounced, unless the teacher agrees to a shortened time span between observations.
  - Prior to the teacher's last day of classes, and end of year summative meeting will take place with the teacher and administrator where all of the components to date of the APPR will be reviewed. One final rubric will be completed and reviewed, confirmation of which will be acknowledged by the teacher's signature. A signature by the teacher does not necessarily indicate agreement with the findings. After receiving the final rubric, the teacher shall have five school days to rebut any inaccuracies and deficiencies. If, upon, review, the administrator feels the rebuttal is valid, the inaccuracy shall be corrected. The lack of rebuttal shall not in any way influence the appeals process.
- A holistic scoring process for the 60 points will be used. Teachers will be allowed to submit additional hard copy or electronic evidence that may not have been apparent during an observation to be considered in the determination of the final point allocation by May 1<sup>st</sup>.
- All 60 points will be based on the 2007 Danielson Rubric.
  - Domains 2 and 3 will count for 40 of the 60 points.
  - Domains 1 and 4 will count for 20 of the 60 points.
    - Each element will be scored as follows:

<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Highly effective</b>
0 points	2.25 points	3.5 points	4.0 points

Domains 1 and 4 will equal 10 points each or a total of 20 points.

Domains 2 and 3 will equal 20 points each or a total of 40 points.

Example:

If a teacher receives all “Proficient” which is the same as “effective” the scoring would be calculated this way:

Domain 1:  $6 \times 3.5 = 21$  out of a possible 24 points =  $.875 \times 1$ - points because this domain is only 10 out of the 6- points equals 8.75 points for this domain.

The same would be true for Domain 4 (another 8.75 points).

Domains 2 and 3 would be similar with a heavier weighting. Domains 2 and 3:  $5 \times 3.5 = 17.5$  out of a possible 20 points =  $.875 \times 20$  because this domain is 20 out of the 60 points equals 17.5 points for each of Domains 2 and 3. The total for these two domains would be 35 points.

Summary: If a teacher received all “effective”:

Domain 1 (Planning and Preparation)	= 8.75 points
Domain 2 (The Classroom Environment)	= 17.5 points
Domain 3 (instruction)	= 17.5 points
Domain 4 (Professional Responsibilities)	= <u>8.75 points</u>
Total	= 52.5 points

**Agreed Upon Scoring Range of the 60%: (No Value – Added Measure)**

2012-13	Growth	Locally Selected	60%	Overall
Highly Effective	18-20	18-20	57-60	91-100
Effective	9-17	9-17	47-56	75-90
Developing	3-8	3-8	17-46	64-74
Ineffective	0-2	0-2	0-16	0-64

A teacher who is a solid “Highly Effective” would score 60.0.

A teacher who is a solid “Effective” would score 52.5.

A teacher who is a solid “Developing” would score 33.75.

A teacher who is a solid “Ineffective” would score 15.0.

**Scoring Methodology:**

As stated previously, the scoring rubric within the context of the 20% Growth and 20% Local – Achievement will be set so that successful completion of an SLO target would earn a score of 14. The rest of the HEDI scale would be calculated above or below using the “Effective” score of 14 as the starting point for the remainder of the calculations.

As stated previously, the parties propose that “Effective” teachers aim to achieve a score of 52.5 within the context of the 60% observations and other measures. This final score would be determined after May 1<sup>st</sup>, providing time for teachers to submit additional evidence by May 1<sup>st</sup>.

The rating on the “other measures” 60% subcomponent and either of the other two subcomponents for which the evaluation rating is available before the end of the school year shall be computed and provided to the teacher before the end of the school year or which the

performance is being measured. All performance reviews for each teacher whose scores are not available before the end of the school year will have their rating for “other measures” 60% subcomponent provided to them prior to the end of the school year, and the overall rating including the other subcomponents will be made available to teachers by September 1<sup>st</sup>, of the school year following the evaluation year.

### **Professional Development:**

The district recognizes the positive potential of the APPR process within the context of professional development. The District will take steps to provide appropriate professional development by collaborating with the professional development committee.

### **Training for Staff and Evaluators**

Any evaluator who participates in the evaluation of teachers for the purpose of determining an APPR rating shall be 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.

### **Appeal Procedures and Teacher Improvement Plan (TIP)**

- Teacher Improvement Plan (TIP) procedures for teachers with developing and ineffective ratings.
- *The Appeals procedure through which teachers may challenge their APPR, in a timely and expeditious way, based on: substance of the APPR, the failure to issue and/or implement a teacher improvement plan, adherence to the plan, adherence to the regulations and compliance with locally negotiated procedures.*

Upon receiving a rating of “developing” or “ineffective” a teacher shall be provided with a Teacher Improvement Plan “TIP”. The TIP shall be provided as soon as practicable, but in no case later than ten school days after the date on which teachers are required to report prior to the opening of classes for the school year.

The TIP will be developed jointly with the supervising administrator, the teacher in need of improvement, and a representative appointed by the Nwta.

The TIP will include the area(s) in need of improvement, a plan of action, including but not limited to: performance goals and expectations, timelines for the teacher and the supervisor, how improvement will be measured and monitored, materials and resources provided by the District and by the teacher, and sample indicators of success.

All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books, and travel shall be borne by the District in their entirety, if funds are available.

No disciplinary action predicated upon ineffective performance shall be taken by the District against a teacher until a TIP has been completed and its effectiveness in improving a teacher’s performance has been determined.

The balance of the appeals process is contained in the attached Memorandum of Agreement. The parties propose a tiered TIP for those teachers scoring in the "Developing" or "Ineffective" range. The agreed upon TIPs are attached.

**SED Review Room** – The District shall complete the SED Review Room report by incorporating the provisions contained in this APPR Agreement. The Review Room certification from required by SED, will be signed by the President of the Board of Education, the President of the Association, and the Superintendent.

**Duration**- This APPR Agreement shall become effective on July 1, 2012, and shall continue in effect until and unless the parties hereto modify it by mutual agreement in writing. The District agrees that if modifications cannot be achieved by mutual agreement, the District will not unilaterally impose any mandatory subject of bargaining.

North Warren Central School District

By: Joseph R. Murphy

North Warren Teachers Association

By: Thomas B. Harvey

North Warren Central School District

Teacher Improvement Plan (TIP)

All teachers who receive an overall composite score rating of Developing or Ineffective on their Annual Professional Performance Review will receive a Teacher Improvement Plan within ten days of the opening of classes in the school year. All probationary teachers will use this form and any tenured teachers who receive a composite rating of Ineffective or two consecutive years of Developing will also use this form.

Issued to: \_\_\_\_\_ Position: \_\_\_\_\_

Issued by: \_\_\_\_\_ Date Issued: \_\_\_\_/\_\_\_\_/\_\_\_\_

The following is a chart of specific domains and components that are in need of improvement and corresponding action plans.

Areas of Improvement	Plan(s) of Action	Teacher's Responsibility	Administrator's Responsibility	Timeline for achieving improvement	How will improvements be assessed?

Optional: Teacher Comments:

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Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Optional: Administrator Comments:

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Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Association Representative Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Final Determination of TIP completion:

Was the Teacher Improvement Plan completed as outlined above? Yes If No- Explain why not and next steps:

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Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

Association Representative Signature \_\_\_\_\_ Date \_\_\_\_\_

### Teacher Improvement Plan (TIP) – Progress Form

As a result of this TIP, we anticipate that said teacher will substantially improve in the areas identified as needing improvement. Regular meetings as outlined above will be held between the administrators, the teacher, and an Association representative to discuss progress and make adjustments in the plan when/where applicable.

Progress Report: To be completed by the assigned administrator and reviewed with the teacher and an Association representative during regular TIP meetings to monitor and assess progress towards targets.

Date of Progress Meeting	Areas of Improvement	Status of Action Plans	Names of Meeting Attendees	Satisfactory Progress		Plan adjustment needed
				YES	NO	

**This APPR Agreement is made on August 27, 2012 by and between the North Warren Central School District (the “District”) and the North Warren Administrators (the “Administrators” Building Principal, Assistant Superintendent for Curriculum, Instruction and Assessment) as follows:**

Decisions for substantive changes to the rubric, SLO development process, achievement assessments or target scoring issues will be determined by consensus amongst the administrators. Meetings will be held at least once a year with the administrators to review the composite scores of the administrators and to determine if substantive changes are warranted. All mandatory subjects will be negotiated through the APPR process.

**Components of the Evaluation System:**

**20% Growth – In grades k-3 two SLOs will be used, one for ELA and one for Math and in grades 4-8 ELA and math and/or high school courses with State or Regents assessments, NYSED will provide value-added measures. NYSED will also provide a HEDI subcomponent rating category and score from 0-25 points. Student learning objectives (SLOs) will be the other comparable growth measures for administrators. SLOs will be developed using the assessment covering the most students in the school and continuing until at least 30% of students in the school are covered by SLOs.**

**20% Locally-Selected Measures (15% after VAM)**

The District and Administrators have a mutual interest to not add an additional assessment into the APPR process, both parties acknowledge the significance of the measures selected for APPR purposes within the context of growth.

- Administrators will collaborate with faculty representatives appointed by the North Warren Teachers Association to determine what measures will be used for the local achievement scores and this assessment will then be used for the principal’s achievement score as well. Targets will be set collaboratively with the administrators.
- The HEDI rubric scale used in conjunction with SLOs align the target set to score 14 (11 with VAM).

**Local Measures for the other 60% based on ISLLC standards**

The parties agree to use the Multidimensional Principal Practice Rubric (MPPR).

- The MPPR contains domains, components, and elements as follows:

Domain 1 Shared Vision		Domain 2 Culture & Ins. Program		Domain 3 Safe, Effective Learning Environment		Domain 4 Community		Domain 5 Integrity, Fairness, Ethics		Domain 6 Political, Social, Economic		Goal Setting	
Culture	3	Culture	3	Capacity	2	Planning	1	Sustain.	3	Sustain.	2	Uncovering	4
Sustain.	1	Program	3	Culture	1	Culture	1	Culture	3	Culture	1	Planning	4
		Capacity	2	Sustain.	1	Sustain	1					Action	3

		Sustain.	1	Program	1						Evaluating	3
		Planning	1									
Totals	4		10		5		3		6		3	14

Two observations shall be done annually for administrators with the understanding that observations must account for a minimum of 31 of 60 points as per SED.

One announced observation will be scheduled between the administrator and the superintendent. One additional observation will be unannounced with both observations being completed by March 15<sup>th</sup>. An initial meeting will be held within the last two weeks of August or the first two weeks of school to review the principal’s goals. An intermediate meeting will be held with the last five weeks of the second marking period to review progress. The final MPPR will be completed by June 15 and a meeting will be set to review the score on the MPPR with the principal prior to the end of the school year.

All 60 points be based from the Multidimensional Practice Rubric.

- Domain 1 will count for 4 of the 60 points.
- Domain 2 will count for 25 of the 60 points.
- Domain 3 will count for 15 of the 60 points.
- Domain 4 will count for 3 of the 60 points.
- Domain 5 will count for 6 of the 60 points.
- Domain 6 will count for 3 of the 60 points.
- Goal Setting will count for 4 of the 60 points

Each element will be scored as follows:

<b>Ineffective</b> 0 points	<b>Developing</b> 2.25 points	<b>Effective</b> 3.5 points	<b>Highly Effective</b> 4.0 points
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**Agreed Upon Scoring Range for the 60%: (No Value – Added Measure)**

2012-13	Growth	Locally Selected	60%	Overall
Highly Effective	18-20	18-20	57-60	91-100
Effective	9-17	9-17	47-56	75-90
Developing	3-8	3-8	17-46	64-74
Ineffective	0-2	0-2	0-16	0-64

A principal who is a solid Highly Effective would score 60.0.

A principal who is a solid Effective would score 55.

A principal who is a solid Developing would score 33.75.

A principal who is a solid Ineffective would score a 0.0

**Scoring Methodology:**

As stated previously, the scoring rubric within the context of the 20% Growth and 20% Local-Achievement be set so that successful completion of an SLO target would earn a score of 14. The rest of the HEDI scale would be calculated above and below equally using this “Effective” score of 14 as the starting point for the remainder of the calculations.

As stated previously, “Effective” administrators aim to achieve a score of 55 within the context of the 60% observations and other measures. This final score will be determined after May 1<sup>st</sup>, providing time for principals to submit additional evidence through their binders.

The rating on the “other measures” 60% subcomponent and either of the other two subcomponents for which the evaluation rating is available before the end of the school year shall be computed and provided to the administrator before the end of the school year for which the performance is being measured. All performance reviews for each administrator whose scores are not available before the end of the school year will have their rating for “other measures” 60% subcomponent provided to them prior to the end of the school year, and the overall rating including the other subcomponents will be made available to principals by September 1<sup>st</sup> of the school year following the evaluation year.

### **Critical Employment Decisions:**

The evaluation system will be used as a significant factor for employment decisions as evidenced by the point values assigned and negotiated for each area of the APPR.

The District recognizes the positive potential of the APPR process within the context of professional development. The District will take steps to incorporate the information obtained through the APPR process to plan meaningful and relevant professional development. The District will provide resources for professional support such as mentoring and workshops to target specific or individual areas of need if funds are available.

Constructive and timely feedback will be provided through post observation conferences within two weeks of an observation.

### **Appeal Procedures and Principal Improvement Plan (PIP)**

A PIP will be used for an administrator scoring in the “Developing” or “Ineffective” range. The agreed upon PIP is attached.

- **Tenured principals scoring in the “Developing” range will have:**
  - 1) At least one goal area
  - 2) A meeting with the superintendent to develop the plan and the goal(s)
  - 3) A meeting at mid-year and a final meeting at the conclusion of the year, which may coincide with the final evaluation meeting.
  
- **Tenured principals scoring in the “Ineffective” range and non-tenured principals scoring in either the “Developing” or “Ineffective” range will have:**
  - 1) A review meeting with the superintendent and an Administrators representative.
  - 2) Goal areas will be developed with all parties. There will be meetings every five weeks to assess progress of the plan. With sufficient progress in the first semester, the meetings may then occur as needed for the duration of the second semester.

**Appeals** – The following shall apply to the appeals of the annual performance reviews and/or the issuance or implementation of improvement plans:

- A) **Definitions** – For the purposes of this Agreement, the terms are defined as follows:

(1) "Performance review" shall mean a principal's annual professional performance required by the Education Law and regulations of the Commissioner of Education.

(2) "Highly effective," "effective," "developing" and "ineffective" shall have the same meaning given to those terms in regulations of the Commissioner of Education applicable to the Annual Professional Performance review of principals.

(3) "Days" shall mean calendar days.

(4) "Principal-Administrator" shall mean a principal of the School District as defined in Section 3012-c of the New York State Education Law.

**B) Right to Appeal** – A principal may appeal his or her annual professional performance review and the School District's issuance and/or implementation of a legally required improvement plan in accordance with the procedures and conditions set forth in this Agreement. Such procedures and conditions constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a principal's performance review and/or improvement plan.

**C) Scope of Performance Appeals**

(1) For a tenured principal, only a principal who receives an overall rating of "developing" or "ineffective" may appeal his or her performance review.

(2) For a probationary principal, only a principal who receives an overall rating of "ineffective" may appeal his or her performance review.

(3) An administrator/principal may appeal only the substance of his or her performance review, the School District's adherence to standards and methodologies required for such reviews, adherence to the applicable regulations of the Commissioner of the Education, and compliance with the negotiated procedures applicable to the conduct of performance reviews set forth in the School District's annual professional performance review plan.

(4) A principal may not file multiple appeals regarding the same performance review. All grounds for appealing a particular performance review must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

**D) Scope of Improvement Plan Appeals**

(1) A probationary principal must be provided an improvement plan upon receiving a final performance rating of "developing" or "ineffective." A tenured principal must be provided an improvement plan upon receiving a final performance rating of "developing" or "ineffective." Such principal may appeal the School District's issuance of such a plan and/or implementation of the terms of an improvement plan.

(2) A principal may appeal only the issues regarding compliance with the requirements prescribed in applicable law and regulations for the issuance of improvement plans.

- (3) A principal may not file multiple appeals regarding the issuance of the same improvement plan. All grounds for appealing the issuance of an improvement plan must be raised within the same appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

**E) Timelines for the Commencement of an Appeal**

- (1) Appeals concerning a principal's performance review must be filed no later than ten (10) days of the date when the principal receives it.
- (2) Appeals concerning the issuance of an improvement plan must be filed within fifteen (15) days of the School District's alleged failure to comply with any of the requirements prescribed in applicable law and regulations for the issuance of improvement plans.
- (3) Appeals concerning implementation of the terms of an improvement plan must be filed within fifteen (15) days from the date of the School District's alleged failure to implement any of the terms of the plan.
- (4) No appeal shall be entertained and will be deemed waived unless it was filed within the applicable timeline referenced in this Agreement. The subject matter of any timely appeal or any untimely appeal shall not be reviewed in any other form.

**F) Filing of an Appeal**

- (1) An appeal must be submitted to the Superintendent or his/her designee, in writing, on a form as prescribed by the Superintendent and approved by the Association containing a detailed description of the precise point(s) of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. In addition, the principal must submit any and all additional documents or written materials specific to the point(s) of disagreement that support the principal's appeal and are relevant to the resolution of the appeal including the particular performance review and/or improvement plan, as appropriate. Any such additional information not submitted at the time the appeal is filed will not be considered in the Superintendent's deliberations related to the resolution of the appeal. There will be no oral argument of the appeal to the Superintendent of his/her designee.
- (2) Notwithstanding any other provision of this Agreement, the principal bears the burden of proving by substantial evidence the merits of his or her appeal.

**G) Resolution of an Appeal**

- (1) The Superintendent or his or her designee shall issue a written decision on the merits of the principal's appeal no later than fifteen (15) days from the date when the principal filed his or her appeal.
- (2) The decision of the Superintendent or the Superintendent's designee shall set forth the reasons and factual basis for each determination of each of the specific issues raised in the appeal.

- (3) The decision of the Superintendent or the Superintendent's designee shall be final and binding. An appeal shall be deemed completed upon the issuance of that decision. The decision of the Superintendent or the Superintendent's designee shall not be subject to any further appeal or review.
- (4) A decision sustaining an appeal regarding the substance of a principal's particular performance review and/or the issuance of an improvement plan for the principal shall require that the School District revise the performance review and/or improvement plan as appropriate, in accordance with the decision. A revised version of the performance review and/or improvement plan shall be placed in the principal's personnel file, and the original successfully appealed performance review and/or improvement plan shall be redacted accordingly.
- (5) A decision sustaining an appeal regarding implementation of the terms of a principal's improvement plan shall require the School District to take appropriate steps to ensure compliance with and the achievement of those terms.

**Completion of Negotiation** – During the negotiations in connection with the provisions of this Agreement, the School District and the Administrators had the opportunity to present proposals regarding all mandatory subjects of bargaining in connection with the requirements of Section 3012-c of the Education Law and the applicable regulations of the Commissioner of Education.

**Agreement** – This Agreement shall satisfy both parties' obligations pursuant to the Education Law, including Section 3012-c, and the regulations of the Commissioner of Education.

**SED Review Room** – The District shall complete the SED Review Room report by incorporating the provisions contained in this APPR Agreement. The Review Room certification form required by SED, will be signed by the President of the Board of Education, the Administrators, and the Superintendent.

**Duration** – This APPR Agreement is effective on July 1, 2012, and shall continue in effect until and unless the parties hereto modify it by mutual agreement in writing.

North Warren Central School District

By: Joseph D. Murphy

North Warren Administrators

By: Shirley Ann

By: Mufford

## North Warren Central School District APPR Appeals Form-Principals

Principal \_\_\_\_\_

Building \_\_\_\_\_

Evaluator \_\_\_\_\_

Date of Appeal \_\_\_\_\_

Principal/administrators may challenge their APPR based on: substance, the district's adherence to the plan, including methodologies and standards; and adherence to the regulations and compliance with locally negotiated procedures. Appeals must be submitted within 15 calendar days of receipt of the APPR composite score.

### Grounds for an Appeal:

Indicate the grounds for the appeal, if there are several, they must all be indicated within one appeal. Any grounds not raised at the time of the appeal is filed shall be deemed waived.

- The substance of the annual professional performance review:
- The district's failure to adhere to the standards and methodologies required for the APPR, pursuant to *Education Law* §3012-c and applicable rules and regulations;
- The district's failure to comply with applicable locally negotiated procedures;
- The district's failure to issue and/or implement the terms of the principal improvement plan (PIP), as required under *Education Law* §3012-c.

### Statement of Grievance:

List and attach the supporting documentation.  
File with the Superintendent.

Signature of appealing principal \_\_\_\_\_

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Received by the Superintendent on \_\_\_\_\_

North Warren Central School District

**Principal Improvement Plan (PIP)**

All Principals who receive on overall composite score rating of Developing or Ineffective on their Annual Professional Performance Review will receive a Principal Improvement Plan within ten (10) days of the opening classes in the school year. A probationary Principal will use this form and a tenured Principal who receives a composite rating of Ineffective or two (2) consecutive years of Developing will also use this form.

Issued to: \_\_\_\_\_ Position: \_\_\_\_\_

Issued by: \_\_\_\_\_ Date Issued: \_\_\_\_/\_\_\_\_/\_\_\_\_

The following is a chart of specific domains and components that are in need of improvement and corresponding action plans.

Areas of Improvement	Plan(s) of Action	Principal's Responsibility	Supervisor's Responsibility	Timeline for Achieving Improvement	How Will Improvements Be Assessed?

Optional: Principal Comments:

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Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Optional: Evaluator Comments:

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Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Final Determination of PIP completion:

Was the Principal Improvement Plan completed as outlined above?      Yes      If No – Explain why not and next steps:

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Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Principal Improvement Plan (PIP) – Progress Form

As a result of this PIP, we anticipate that said Principal will substantially improve in the areas identified as needing improvement. Regular meetings as outlined above will be held between the superintendent or superintendent's designee, the Principal, and an association representative to discuss progress and make adjustments in the plan when/where applicable.

**Progress Report:** To be completed by the superintendent or superintendent's designee and reviewed with the Principal and an administrator representative during regular PIP meetings to monitor and assess progress towards targets.

Date of Progress Meeting	Areas of Improvement	Status of Action Plans	Names of Meeting Attendees	Satisfactory Progress		Plan Adjustment Needed
				YES	NO	

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature:      Date: *11-26-12*

*Joseph P. Murphy*

Teachers Union President Signature:      Date:

*Thomas B. Hawley      11/26/12.*

Administrative Union President Signature:      Date:

*N/A*

Board of Education President Signature:      Date:

*Marim Eagan*