



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

Commissioner of Education
President of the University of the State of New York
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January 8, 2013

Timothy Lawson, Superintendent
Warrensburg Central School District
1 James Street
Warrensburg, NY 12885

Dear Superintendent Lawson:

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

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

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

Thank you again for your hard work.

Sincerely,

A handwritten signature in black ink that reads "John B. King, Jr." in a cursive style.

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 Tuesday, May 15, 2012

Updated Friday, January 04, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 631201040000

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

631201040000

1.2) School District Name: WARRENSBURG CSD

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

WARRENSBURG 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.

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

2012-2014

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

Created Wednesday, October 10, 2012

Updated Monday, January 07, 2013

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	TerraNova 3
1	State-approved 3rd party assessment	TerraNova 3
2	State-approved 3rd party assessment	TerraNova 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	Using data results from TerraNova 3 assessments, targets for the final assessment will be established collaboratively
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>for each individual student between the teacher and respective administrator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified below and on the attached chart.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>If the indicated percent of students meet the identified targets: 98% - 100% = 20 points 95% - 97% = 19 points 90% - 94% = 18 points</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>If the indicated percent of students meet the identified targets: 87% - 89% = 17 points 84% - 86% = 16 points 81% - 83% = 15 points 80% = 14 points 78% - 79% = 13 points 76% - 77% = 12 points 74% - 75% = 11 points 72% - 73% = 10 points 70% - 71% = 9 points</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>If the indicated percent of students meet the identified targets: 66% - 69% = 8 points 63% - 65% = 7 points 60% - 62% = 6 points 57% - 59% = 5 points 54% - 56% = 4 points 50% - 53% = 3 points</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>If the indicated percent of students meet the identified targets: 46% - 49% = 2 points 41% - 45% = 1 point 0 - 40% = 0 points</p>

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	TerraNova 3
1	State-approved 3rd party assessment	TerraNova 3
2	State-approved 3rd party assessment	TerraNova 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.	Using data results from TerraNova 3 assessments, targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified below and on the attached chart.
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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	N/A Common Branch
7	District, regional or BOCES-developed assessment	Warrensburg, Bolton, North Warren regionally developed grade 7 science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified below and on the attached chart.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	If the indicated percent of students meet the identified targets: 98% - 100% = 20 points 95% - 97% = 19 points 90% - 94% = 18 points
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	If the indicated percent of students meet the identified targets: 46% - 49% = 2 points 41% - 45% = 1 point 0 - 40% = 0 points

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	N/A Common Branch
7	District, regional or BOCES-developed assessment	Warrensburg, Bolton, North Warren regionally developed grade 7 social studies assessment
8	District, regional or BOCES-developed assessment	Warrensburg, Bolton, North Warren regionally developed grade 8 social studies assessment

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

Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments, targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified below and on the attached chart.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If the indicated percent of students meet the identified targets: 46% - 49% = 2 points 41% - 45% = 1 point 0 - 40% = 0 points

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	Warrensburg CSD developed Global 1 social studies assessment

Social Studies Regents Courses	Assessment
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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.	Using data results from regionally developed pre-assessments or Regents assessments, targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified below and on the attached chart.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If the indicated percent of students meet the identified targets: 46% - 49% = 2 points 41% - 45% = 1 point 0 - 40% = 0 points

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.	Using data results from Regents assessments, targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified below and on the attached chart.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	<p>If the indicated percent of students meet the identified targets:</p> <p>46% - 49% = 2 points 41% - 45% = 1 point 0 - 40% = 0 points</p>

2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from Regents assessments, targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified below and on the attached chart.
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Effective (9 - 17 points) Results meet District goals for similar students.	If the indicated percent of students meet the identified targets: 87% - 89% = 17 points 84% - 86% = 16 points 81% - 83% = 15 points 80% = 14 points 78% - 79% = 13 points 76% - 77% = 12 points 74% - 75% = 11 points 72% - 73% = 10 points 70% - 71% = 9 points
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If the indicated percent of students meet the identified targets: 46% - 49% = 2 points 41% - 45% = 1 point 0 - 40% = 0 points

2.9) High School English Language Arts

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Using data results from regionally developed pre-assessments or Regents assessments, targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified below and on the attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	If the indicated percent of students meet the identified targets: 98% - 100% = 20 points 95% - 97% = 19 points 90% - 94% = 18 points
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If the indicated percent of students meet the identified targets: 46% - 49% = 2 points 41% - 45% = 1 point 0 - 40% = 0 points

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
Elementary Art	District, Regional or BOCES-developed	WSWHE BOCES - developed grades K-6 general art assessment
Elementary Physical Education	District, Regional or BOCES-developed	WSWHE BOCES - developed grades K - 6 physical education assessment
Elementary General Music	District, Regional or BOCES-developed	WSWHE BOCES - developed K - 6 music assessment
Elementary Band	District, Regional or BOCES-developed	WSWHE BOCES-developed grade 4-6 band assessment
7 - 12 Physical Education	District, Regional or BOCES-developed	WSWHE BOCES developed - 7 -12 physical education assessment
Home and Careers 7	District, Regional or BOCES-developed	Warrensburg, Bolton, North Warren regionally developed grade 7 - home and careers assessment
Technology 8	District, Regional or BOCES-developed	Warrensburg, Bolton, North Warren regionally developed grade 8 technology assessment
Design and Drawing for Production	District, Regional or BOCES-developed	Warrensburg, Bolton, North Warren regionally developed grade 9 -12 design and drawing assessment
Art 7	District, Regional or BOCES-developed	WSWHE BOCES - developed grade 7 general art assessment
Junior Band	District, Regional or BOCES-developed	WSWHE BOCES - developed grade 7 - 8 band assessment
Junior and Senior Chorus	District, Regional or BOCES-developed	WSWHE BOCES - developed grades 7 -8 general music assessment
Health 7, 10	District, Regional or BOCES-developed	Warrensburg, Bolton, North Warren regionally developed grade 7 and 10 Health assessment
LOTE - Spanish 8	District, Regional or BOCES-developed	Warrensburg, Bolton, North Warren regionally developed grade 8 Spanish assessment
LOTE - French 8, 9	District, Regional or BOCES-developed	Warrensburg, Bolton, North Warren regionally developed grade 8 and 9 French assessment
Career and Financial Management	District, Regional or BOCES-developed	Warrensburg CSD developed Career and Financial Management assessment
Computer 7	District, Regional or BOCES-developed	Warrensburg CSD developed Computer 7 assessment

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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	Using data results from regionally developed pre-assessments, targets for the final assessment will be established collaboratively for each individual student
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graphic at 2.11, below.	between the teacher and respective administrator. Based on the percentage of students that meet the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified below and on the attached chart.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	If the indicated percent of students meet the identified targets: 98% - 100% = 20 points 95% - 97% = 19 points 90% - 94% = 18 points
Effective (9 - 17 points) Results meet District goals for similar students.	If the indicated percent of students meet the identified targets: 87% - 89% = 17 points 84% - 86% = 16 points 81% - 83% = 15 points 80% = 14 points 78% - 79% = 13 points 76% - 77% = 12 points 74% - 75% = 11 points 72% - 73% = 10 points 70% - 71% = 9 points
Developing (3 - 8 points) Results are below District goals for similar students.	If the indicated percent of students meet the identified targets: 66% - 69% = 8 points 63% - 65% = 7 points 60% - 62% = 6 points 57% - 59% = 5 points 54% - 56% = 4 points 50% - 53% = 3 points
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	If the indicated percent of students meet the identified targets: 46% - 49% = 2 points 41% - 45% = 1 point 0 - 40% = 0 points

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/5364/192789-TXEttx9bQW/WCS HEDI GROWTH SCALE 2.11 APPR.pdf>

2.12) Locally Developed Controls

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

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

The District will not make any adjustments, controls, or other special considerations when setting targets for Comparable Growth Measures.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Wednesday, October 10, 2012

Updated Monday, January 07, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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.	Using data results from AIMSWEB assessments, growth targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the percentage of students that achieve the established targets, teachers will be assigned 0-15 points within the HEDI rating categories as identified below and on the attached chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 96% - 100% = 15 points 90% - 95% = 14 points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 86% - 89% = 13 points 82% - 85% = 12 points 78% - 81% = 11 points 73% - 77% = 10 points 69% - 72% = 9 points 65% - 68% = 8 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 57% - 64% = 7 points 50% - 56% = 6 points 43% - 49% = 5 points 36% - 42% = 4 points 29% - 35% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 20% - 28% = 2 points 10% - 19% = 1 points 0% - 9% = 0 points

3.2) Grades 4-8 Math

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

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

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.	Using data results from AIMSWEB assessments, growth targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the percentage of students that achieve the established targets, teachers will be assigned 0-15 points within the HEDI rating categories as identified below and on the attached chart.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 96% - 100% = 15 points 90% - 95% = 14 points
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 86% - 89% = 13 points 82% - 85% = 12 points 78% - 81% = 11 points 73% - 77% = 10 points 69% - 72% = 9 points 65% - 68% = 8 points
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 57% - 64% = 7 points 50% - 56% = 6 points 43% - 49% = 5 points 36% - 42% = 4 points 29% - 35% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 20% - 28% = 2 points 10% - 19% = 1 points 0% - 9% = 0 points

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/5139/192805-rhJdBgDruP/WCS HEDI SCALE APPR_1.pdf](#)

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.4) Grades K-3 ELA

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

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

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.	Using data results from AIMSWEB assessments, growth targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the percentage of students that achieve the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified below and on the attached chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 98% - 100% = 20 points 95% - 97% = 19 points 90% - 94% = 18 points
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 87% - 89% = 17 points 84% - 86% = 16 points 81% - 83% = 15 points 80% = 14 points 78% - 79% = 13 points 76% - 77% = 12 points 74% - 75% = 11 points 72% - 73% = 10 points 70% - 71% = 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 66% - 69% = 8 points 63% - 65% = 7 points 60% - 62% = 6 points 57% - 59% = 5 points 54% - 56% = 4 points 50% - 53% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 46% - 49% = 2 points 41% - 45% = 1 point

3.5) Grades K-3 Math

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

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

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.	Using data results from AIMSWEB assessments, growth targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the percentage of students that achieve the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified below and on the attached chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 98% - 100% = 20 points 95% - 97% = 19 points 90% - 94% = 18 points
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 87% - 89% = 17 points 84% - 86% = 16 points 81% - 83% = 15 points 80% = 14 points 78% - 79% = 13 points 76% - 77% = 12 points 74% - 75% = 11 points 72% - 73% = 10 points 70% - 71% = 9 points
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 66% - 69% = 8 points 63% - 65% = 7 points 60% - 62% = 6 points 57% - 59% = 5 points 54% - 56% = 4 points

50% - 53% = 3 points

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

If the indicated percent of students meet the identified targets:

46% - 49% = 2 points

41% - 45% = 1 point

0 - 40% = 0 points

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	N/A - Common Branch
7	5) District, regional, or BOCES-developed assessments	Warrensburg, Bolton, North Warren regionally developed grade 7 science assessment
8	3) Teacher specific achievement or growth score computed locally	NYS science 8 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.

Achievement targets will be established collaboratively between the teacher and respective administrator. Based on the percentage of students that achieve the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified below and on the attached chart.

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

If the indicated percent of students meet the identified targets:

98% - 100% = 20 points

95% - 97% = 19 points

90% - 94% = 18 points

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

If the indicated percent of students meet the identified targets:

87% - 89% = 17 points

84% - 86% = 16 points

81% - 83% = 15 points

80% = 14 points

78% - 79% = 13 points

76% - 77% = 12 points

74% - 75% = 11 points

72% - 73% = 10 points

70% - 71% = 9 points

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

If the indicated percent of students meet the identified targets:

66% - 69% = 8 points

63% - 65% = 7 points

60% - 62% = 6 points

57% - 59% = 5 points

54% - 56% = 4 points

50% - 53% = 3 points

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

If the indicated percent of students meet the identified targets:

46% - 49% = 2 points

41% - 45% = 1 point

0 - 40% = 0 points

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	N/A - Common Branch
7	5) District, regional, or BOCES-developed assessments	Warrensburg, Bolton, North Warren regionally developed grade 7 social studies assessment
8	5) District, regional, or BOCES-developed assessments	Warrensburg, Bolton, North Warren 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.

Achievement targets will be established collaboratively between the teacher and respective administrator. Based on the percentage of students that achieve the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified below and on the attached chart.

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

If the indicated percent of students meet the identified targets:

98% - 100% = 20 points

95% - 97% = 19 points

90% - 94% = 18 points

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

If the indicated percent of students meet the identified targets:

87% - 89% = 17 points

84% - 86% = 16 points

81% - 83% = 15 points

80% = 14 points

78% - 79% = 13 points

76% - 77% = 12 points

74% - 75% = 11 points

72% - 73% = 10 points

70% - 71% = 9 points

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

If the indicated percent of students meet the identified targets:

for grade/subject.	66% - 69% = 8 points 63% - 65% = 7 points 60% - 62% = 6 points 57% - 59% = 5 points 54% - 56% = 4 points 50% - 53% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 46% - 49% = 2 points 41% - 45% = 1 point 0 - 40% = 0 points

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	Warrensburg CSD developed Global 1 Social studies assessment
Global 2	3) Teacher specific achievement or growth score computed locally	Global Studies Regents assessment
American History	3) Teacher specific achievement or growth score computed locally	American History Regents assessment

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.	Achievement targets will be established collaboratively between the teacher and respective administrator. Based on the percentage of students that achieve the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified below and on the attached chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 98% - 100% = 20 points 95% - 97% = 19 points 90% - 94% = 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 87% - 89% = 17 points 84% - 86% = 16 points

81% - 83% = 15 points
 80% = 14 points
 78% - 79% = 13 points
 76% - 77% = 12 points
 74% - 75% = 11 points
 72% - 73% = 10 points
 70% - 71% = 9 points

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

If the indicated percent of students meet the identified targets:

66% - 69% = 8 points
 63% - 65% = 7 points
 60% - 62% = 6 points
 57% - 59% = 5 points
 54% - 56% = 4 points
 50% - 53% = 3 points

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

If the indicated percent of students meet the identified targets:

46% - 49% = 2 points
 41% - 45% = 1 point
 0 - 40% = 0 points

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

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.

Achievement targets will be established collaboratively between the teacher and respective administrator. Based on the percentage of students that achieve the established targets, teachers will be assigned 0-20 points within the

	HEDI rating categories as identified below and on the attached chart.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 98% - 100% = 20 points 95% - 97% = 19 points 90% - 94% = 18 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 66% - 69% = 8 points 63% - 65% = 7 points 60% - 62% = 6 points 57% - 59% = 5 points 54% - 56% = 4 points 50% - 53% = 3 points
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 87% - 89% = 17 points 84% - 86% = 16 points 81% - 83% = 15 points 80% = 14 points 78% - 79% = 13 points 76% - 77% = 12 points 74% - 75% = 11 points 72% - 73% = 10 points 70% - 71% = 9 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 46% - 49% = 2 points 41% - 45% = 1 point 0 - 40% = 0 points

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Algebra 1 Regents assessment
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents assessment
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra 2 Regents assessment

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.	Achievement targets will be established collaboratively between the teacher and respective administrator. Based on the percentage of students that achieve the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified below and on the attached chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 98% - 100% = 20 points 95% - 97% = 19 points 90% - 94% = 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 87% - 89% = 17 points 84% - 86% = 16 points 81% - 83% = 15 points 80% = 14 points 78% - 79% = 13 points 76% - 77% = 12 points 74% - 75% = 11 points 72% - 73% = 10 points 70% - 71% = 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 66% - 69% = 8 points 63% - 65% = 7 points 60% - 62% = 6 points 57% - 59% = 5 points 54% - 56% = 4 points 50% - 53% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 46% - 49% = 2 points 41% - 45% = 1 point 0 - 40% = 0 points

3.11) High School English Language Arts

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

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

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

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.	Achievement targets will be established collaboratively between the teacher and respective administrator. Based on the percentage of students that achieve the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified below and on the attached chart.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 98% - 100% = 20 points 95% - 97% = 19 points 90% - 94% = 18 points
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 87% - 89% = 17 points 84% - 86% = 16 points 81% - 83% = 15 points 80% = 14 points 78% - 79% = 13 points 76% - 77% = 12 points 74% - 75% = 11 points 72% - 73% = 10 points 70% - 71% = 9 points
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 66% - 69% = 8 points 63% - 65% = 7 points 60% - 62% = 6 points 57% - 59% = 5 points 54% - 56% = 4 points 50% - 53% = 3 points
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 46% - 49% = 2 points 41% - 45% = 1 point 0 - 40% = 0 points

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
-------------------------	---------------------------------------------------------	------------

Elementary Art	5) District/regional/BOCES–devel oped	WSWHE BOCES - developed grades K -6 general art assessment
Elementary Physical Education	5) District/regional/BOCES–devel oped	WSWHE BOCES developed grades K - 6 physical education assessment
Elementary General Music	5) District/regional/BOCES–devel oped	WSWHE BOCES - developed K - 6 music assessment
Elementary Band	5) District/regional/BOCES–devel oped	WSWHE BOCES - developed grade 4-6 band assessment
7 - 12 Physical Education	5) District/regional/BOCES–devel oped	WSWHE BOCES developed 7 -12 physical education assessment
Home and Careers 7	5) District/regional/BOCES–devel oped	Warrensburg, Bolton, North Warren regionally developed grade 7 - home and careers assessment
Technology 8	5) District/regional/BOCES–devel oped	Warrensburg, Bolton, North Warren regionally developed grade 8 technology assessment
Design and Drawing for Production	5) District/regional/BOCES–devel oped	Warrensburg, Bolton, North Warren regionally developed grade 9 -12 design and drawing assessment
Art 7	5) District/regional/BOCES–devel oped	WSWHE BOCES developed grade 7 general art assessment
Junior Band	5) District/regional/BOCES–devel oped	WSWHE BOCES developed grade 7 -8 band assessment
Junior and Senior Chorus	5) District/regional/BOCES–devel oped	WSWHE BOCES developed grade 7 -8 general music assessment
Health 7, 10	5) District/regional/BOCES–devel oped	Warrensburg, Bolton, North Warren regionally developed grade 7 and 10 health assessment
LOTE - Spanish 8	5) District/regional/BOCES–devel oped	Warrensburg, Bolton, North Warren regionally developed grade 8 spanish assessment
LOTE - French 8, 9	5) District/regional/BOCES–devel oped	Warrensburg, Bolton, North Warren regionally developed grade 8 and 9 french assessment
Career and Financial Management	5) District/regional/BOCES–devel oped	Warrensburg CSD developed career and financial management assessment
Computer 7	5) District/regional/BOCES–devel oped	Warrensburg CSD developed computer 7 assessment

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Achievement targets will be established collaboratively between the teacher and respective administrator. Based on the percentage of students that achieve the established targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified below and on the attached chart.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>If the indicated percent of students meet the identified targets: 98% - 100% = 20 points 95% - 97% = 19 points 90% - 94% = 18 points</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>If the indicated percent of students meet the identified targets: 87% - 89% = 17 points 84% - 86% = 16 points 81% - 83% = 15 points 80% = 14 points 78% - 79% = 13 points 76% - 77% = 12 points 74% - 75% = 11 points 72% - 73% = 10 points 70% - 71% = 9 points</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>If the indicated percent of students meet the identified targets: 66% - 69% = 8 points 63% - 65% = 7 points 60% - 62% = 6 points 57% - 59% = 5 points 54% - 56% = 4 points 50% - 53% = 3 points</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>If the indicated percent of students meet the identified targets: 46% - 49% = 2 points 41% - 45% = 1 point 0 - 40% = 0 points</p>

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.

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 adjustments, controls, or other special considerations will be used in setting targets for local measures.

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.

For teachers who have more than one locally selected measure, a teacher's score will be combined based on both measures into one score. No weighting will be given to the multiple measures based on the ratio of students used to calculate the HEDI rating. All measures will be based on equal weight.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

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Updated Friday, January 04, 2013

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

Not Applicable

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.

Teachers will be assigned a rating based on the negotiated point distribution for each subcomponent in the rubric domain based on the overall preponderance of evidence gathered from all observations, walk-thoughts, and documents. Domains 1, 2, and 3 (observation domains) and Domain 4 (evidence) will be weighted twice and an average rating will be provided. A rating distribution chart is attached to show point totals for each domain to the maximum 60 points for the APPR.

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

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Teachers who have a composite score rating between 55 and 60 points that is supported with evidence will be considered highly effective.
Effective: Overall performance and results meet NYS Teaching Standards.	Teachers who have a composite score rating between 35 and 54 points that is supported with evidence will be considered effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Teachers who have a composite score rating between 23.76 and 34 points that is supported with evidence will be considered developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Teachers who have a composite score rating between 0 and 23.75 points that is supported with evidence will be considered ineffective.

Provide the ranges for the 60-point scoring bands.

Highly Effective	55-60
Effective	35-54
Developing	23.76-34
Ineffective	0-23.75

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	2
4.7) Observations of Tenured Teachers Informal/Short	1
4.7) Observations of Tenured Teachers Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	55-60
Effective	35-54
Developing	23.76-34
Ineffective	0-23.75

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/200919-Df0w3Xx5v6/Teacher Improvement Plan.pdf>

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

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.*

The parties propose a tiered TIP for those teachers scoring an overall rating of “Developing” or “Ineffective”.

o Tenured teachers scoring in the “Developing” range will have:

- 1) At least one goal area with specific and observable outcomes*
- 2) A meeting with the building administrator 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.*

o Tenured teachers scoring in the “Ineffective” range and non-tenured teachers scoring in either the “Developing” or “Ineffective” range will have:

- 1) A review meeting with the administrator and the teacher association 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.*

o The parties propose a tiered TIP for those teachers scoring in the “Developing” or “Ineffective” range.

o The District shall pay the costs associated with any training mandated as a component of the TIP.

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 President of the Association, and the Superintendent.

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

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

(1) “Performance review” shall mean a teacher’s annual professional performance review 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 teachers.

(3) “Days” shall mean school days.

B) Right to Appeal - A teacher may appeal his or her annual professional performance review and the School District’s issuance and/or implementation of a legally required teacher 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 teacher’s performance review and/or improvement plan.

C) Scope of Performance Appeals

(1) For tenured teachers, only a teacher who receives a rating of “developing” or “ineffective” may appeal his or her performance review.

(2) For probationary teachers, only a teacher who receives a rating of “ineffective” may appeal his or her performance review.

(3) A teacher 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 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. No appeal may challenge the selection of locally developed assessments.

(4) A teacher 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.

(5) Provided the alleged violation is not otherwise subject to the Appeals procedure set forth herein, the failure of the District to abide by the above agreed upon process shall be subject to the grievance procedure set forth in the parties’ collective bargaining agreement. If the issue is reviewable under the Appeals process, it must be reviewed under that process and cannot be the subject of a grievance.

D) Scope of Teacher Improvement Plan Appeals

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

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

(3) A teacher 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 teacher's performance review must be filed no later than fifteen (15) days from the first day of school classes in September of the school year following the evaluation year.

(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 forum.

F) Filing of an Appeal

(1) An appeal must be submitted to the Superintendent or his/her designee, in writing, on a form that is mutually agreeable by the Superintendent and 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 teacher must submit any and all additional documents or written materials specific to the point(s) of disagreement that support the teacher'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 WCSD Appeal Panel deliberations related to the resolution of the appeal. During a teacher's appeal process, the teacher may choose to speak to the panel for no longer than 20 minutes regarding the evidence of the appeal. This oral argument will be scheduled within ten (10) days of the panel's receiving the written appeal.

(2) The WCSD Appeals Panel shall consist of two teachers chosen by the Association and one administrator chosen by the Superintendent. The administrator shall not be the evaluator of the teacher. A decision by the panel will be made based on a majority vote. It is understood by both parties that the WCSD Appeals Panel members may change from case to case depending on availability of hearing panel members.

(3) Notwithstanding any other provision of this Agreement, the teacher bears the burden of proving by substantial evidence the merits of his or her appeal.

G) Resolution of an Appeal

(1) Upon rendering a decision, the WCSD Appeal Panel will submit a written decision on the merits of the teacher's appeal no later than fifteen (15) days from the date the teacher filed his/her appeal. The majority decision shall be final and binding. Any appeal shall be deemed completed upon the issuance of this decision.

(2) If an appeal is denied, the teacher has a right to attach a narrative to the evaluation explaining any disagreement with the rating of the observation portion of the evaluation and the findings of the appeal panel.

(3) A decision sustaining an appeal regarding the substance of a teacher's particular performance review and/or the issuance of an improvement plan for the teacher 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 teacher's personnel file, and the original successfully appealed performance review and/or improvement plan shall be redacted accordingly. It is understood by both parties that an outcome of the appeal where the performance review is revised may still result in an unchanged overall rating since the composite score is a combination of three distinct components.

(4) A decision sustaining an appeal regarding implementation of the terms of a teacher's improvement plan shall require the School District to take appropriate steps to ensure compliance with and the achievement of those terms.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

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

The initial training process began in August 2011 and continues. The Superintendent, Director of Pupil Personnel Services Jr./Sr. High School Principal and Elementary Principal were trained and certified in December 2012 after they were trained by the WSWHE BOCES network team trainers over the course of a minimum of five days of training. In addition, all administrators will complete and document an additional 22 hours of inter-rater training using the Danielson TEACHSCAPE training module.

The Superintendent, upon receipt of proper documentation that an individual has fully completed training, will certify and recommend to the Board of Education annually for appointment as lead evaluators.

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

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, November 19, 2012

Updated Friday, January 04, 2013

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

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

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

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

K - 6
7 - 12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

N/A

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Monday, November 19, 2012

Updated Monday, January 07, 2013

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K - 6	(d) measures used by district for teacher evaluation	Aimsweb ELA and Math
7 - 12	(g) % achieving specific level on Regents or alternatives	NYS grade 11 ELA and grade 9 Living Environment Regents Exams

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.	Targets will be established collaboratively for percent of student achievement or growth, as applicable to each administrator, between the respective administrator and Superintendent. The K- 6 Principal rating will be based on the percentage of all students that achieve the established growth target on data provided from Aimsweb. The 7-12 Grade Principal rating will be calculated on the percentage of students in the 2010 cohort for the grade 11 ELA Regents Exam and the 2012 cohort for the grade 9 Living Environment that scored a 65 or higher on the examinations listed. Based on the percentage of students that meet the established targets, principals will be assigned 0-15 points within the HEDI rating categories as identified below.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	If the indicated percent of students meet the identified targets: 96% - 100% = 15 points 90% - 95% = 14 points

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>If the indicated percent of students meet the identified targets:</p> <p>86% - 89% = 13 points 82% - 85% = 12 points 78% - 81% = 11 points 73% - 77% = 10 points 69% - 72% = 9 points 65% - 68% = 8 points</p>
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>If the indicated percent of students meet the identified targets:</p> <p>57% - 64% = 7 points 50% - 56% = 6 points 43% - 49% = 5 points 36% - 42% = 4 points 29% - 35% = 3 points</p>
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	<p>If the indicated percent of students meet the identified targets:</p> <p>20% - 28% = 2 points 10% - 19% = 1 points 0% - 9% = 0 points</p>

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.

(No response)

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
N/A		

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

Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	N/A

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

No controls will be used.

8.4) Principals with More Than One Locally Selected Measure

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

N/A

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check

8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Monday, November 19, 2012

Updated Friday, January 04, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The district shall utilize the LCI Multidimensional rubric for principal evaluation as the basis for the 60 "Other" points allocated to measures of leadership and management. This shall be according to the attached instrument. The superintendent's assessment shall be based on a least 3 visits of 30 minutes or more to the school, while in session. Two will be as agreed to between the superintendent and principal, one will be unannounced. Visits are to be completed no later than April 30. The two additional sources of information for the superintendent's consideration in utilizing the rubric and instrument shall be:

a. A portfolio of school documents related to components of the rubric. These shall be provided to the superintendent by May 31. (SEE SECTIONS III and VII)

b. The superintendent shall consider the following discussions and reviews in assessing performance of the principal in leadership and management:

1.) The principal and superintendent shall conduct a joint critical analysis of the NYS School Report Card (or other similar NYS accountability report) no later than October 15, including identification of actions to be taken to address components and district resources to be made available to the principal and building.

2.) The Principals using a Goal setting process in collaboration with the Superintendent will establish goals to address components focused on student achievement. Although goals may not be reached, each Principal must provide evidence of progress of working towards their goal. This evidence should be kept throughout the year and discussed with the Superintendent at the end of year conference.

3.) No later than May 31, the principal and superintendent shall meet to review the related initiatives and actions of the principal over the year as well as the availability and utilization of district provided resources.

c. The principal's self-analysis on the rubric for the superintendent's consideration and discussion.

Points will be assigned based on a scale of 0 - 2 for Domain 4. Points will be assigned based on a scale of 0 - 3 for Domains 1, 5, and 6. Points will be assigned based on a scale of 0 - 4 for Domains 2 and 3 for a maximum total of 60 points.

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/5143/241123-pMADJ4gk6R/Scoring Calculation for Multidimensional Principal Performance Rubric_1.pdf](#)

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

Highly Effective: Overall performance and results exceed standards.	Rubric rating 59 - 60
Effective: Overall performance and results meet standards.	Rubric rating 57 - 58

Developing: Overall performance and results need improvement in order to meet standards.	Rubric rating 55 - 56
Ineffective: Overall performance and results do not meet standards.	Rubric rating 0 - 54

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59 - 60
Effective	57 - 58
Developing	55 - 56
Ineffective	0 - 54

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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

Tenured Principals

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

10. Composite Scoring (Principals)

Created Wednesday, November 28, 2012

Updated Friday, January 04, 2013

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59 - 60
Effective	57 - 58
Developing	55 - 56
Ineffective	0 - 54

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 Monday, November 19, 2012

Updated Monday, January 07, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/241177-Df0w3Xx5v6/Principal Improvement Plan.pdf](assets/survey-uploads/5276/241177-Df0w3Xx5v6/Principal%20Improvement%20Plan.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:

SECTION VI: APPEAL PROCESS
Warrensburg Central School District
Principal APPR Appeal Process

CHALLENGES IN AN APPEAL:
Appeals are limited to those identified by Education Law §3012-c, as follows:

- (1) The substance of the annual professional performance review;*
- (2) The school district's or board of cooperative educational services' adherence to the standards and methodologies required for such reviews;*
- (3) The adherence to Commissioner's Regulations, as applicable to such reviews;*
- (4) Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- (5) The school district's or board of cooperative educational services' issuance and/or implementation of the terms of the principal improvement plan.*

RATINGS THAT MAY BE APPEALED: Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.

BURDEN OF PROOF

The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the superintendent within five (5) business days upon receipt of written request. Any extension of time will be timely and expeditious in accordance with NYS Education Law, 3012-c.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

TIMEFRAME FOR DISTRICT RESPONSE

Within ten (10) business days of receipt of an appeal, the district must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

DECISION PROCESS FOR APPEAL

Within five (5) business days of the district's response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.

The parties agree that:

- a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.*
- b. The hearing shall be conducted in no more than one (1) business day unless extenuating circumstances are present and the hearing officer agrees to a second day.*
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se.*
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date.*

- e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not.
- f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

DECISION

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

OTHER

1. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers.
2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name.
3. The district and unit agree that hearing officers shall be paid no more than \$ ____ for the hearing date, analysis of documents, and production of the decision. This cost shall be the responsibility of the district.
4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.
5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an 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.

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

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

Evaluator training will occur regionally through the WSWHE BOCES Network Training Team and use any other appropriate training venues which comply with the requirements of Section 30-2.9.

The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidance and protocols

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

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Thursday, November 29, 2012

Updated Tuesday, January 08, 2013

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/5581/255739-3Uqgn5g9Iu/APPR Certification 1-8-13.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.

WARRENSBURG CENTRAL SCHOOL

HEDI Scale -

Student Learning Objective—Growth Scale

HIGHLY EFFECTIVE
100—90
98%-100% = 20 pts. 95%-97% = 19 pts. 90%-94% = 18 pts.
EFFECTIVE
89—70
87%-89% = 17 pts. 84%-86% = 16 pts. 81%-83% = 15 pts. 80% = 14 pts. 78%-79% = 13 pts. 76%-77% = 12 pts. 74%-75% = 11 pts. 72%-73% = 10 pts. 70%-71% = 9 pts.
DEVELOPING
69—50
66%-69% = 8 pts. 63%-65% = 7 pts. 60%-62% = 6 pts. 57% - 59% = 5 pts. 54%-56% = 4 pts. 50%-53% = 3 pts.
INEFFECTIVE
49—0
46%-49% = 2 PTS. 41%-45% = 1 PTS. 0-40% = 0 PTS.

Teachers and principals for whom there is not a value added measure will use the chart above to determine their HEDI rating for the growth measure based on the number of students who have achieved the growth targets established. Using data results from the assessments, targets for the final assessment will be established collaboratively for each individual student between the teacher and respective administrator. Based on the percentage of students that meet the established targets, teachers and principals will earn a rating between 0—20 as indicated in the chart above.

WARRENSBURG CENTRAL SCHOOL

HEDI Scale District Developed-
No State Value Added Measures

HIGHLY EFFECTIVE
100—90
98%-100% = 20 pts. 95%-97% = 19 pts. 90%-94% = 18 pts.
EFFECTIVE
89—70
87%-89% = 17 pts. 84%-86% = 16 pts. 81%-83% = 15 pts. 80% = 14 pts. 78%-79% = 13 pts. 76%-77% = 12 pts. 74%-75% = 11 pts. 72%-73% = 10 pts. 70%-71% = 9 pts.
DEVELOPING
69—50
66%-69% = 8 pts. 63%-65% = 7 pts. 60%-62% = 6 pts. 57% - 59% = 5 pts. 54%-56% = 4 pts. 50%-53% = 3 pts.
INEFFECTIVE
49—0
46%-49% = 2 PTS. 41%-45% = 1 PTS. 0-40% = 0 PTS.

HEDI Scale District Developed-
State Value Added Measures

HIGHLY EFFECTIVE
100—90
96%-100% = 15 pts. 90%-95% = 14 pts.
EFFECTIVE
89—65
86%-89% = 13 pts. 82%-85% = 12 pts. 78%-81% = 11 pts. 73%-77% = 10 pts. 69%-72% = 9 pts. 65%-68% = 8 pts.
DEVELOPING
64—29
57%-64% = 7 pts. 50%-56% = 6 pts. 43%-49% = 5 pts. 36%-42% = 4 pts. 29%-35% = 3 pts.
INEFFECTIVE
28—0
20%-28% = 2 PTS. 10%-19% = 1 PTS. 0-9% = 0 PTS.

Teachers and principals for whom there is a value added measure will use the chart at the right to determine their HEDI rating for the local measure based on the number of students who have achieved the a growth targets established. Teachers and principals will earn a rating between 0—15 as indicated in the chart on the right based on the percent of students who meet targets.

Teachers and principals for whom there is not a value added measure will use the chart on the left of the page to determine their HEDI rating for the local measure based on the number of students who have achieved the achievement targets established. Teachers and principals will earn a rating between 0—20 as indicated in the chart on the left based on the percent of students who meet the targets.

WARRENSBURG CENTRAL SCHOOL

HEDI Scale District Developed-
No State Value Added Measures

HIGHLY EFFECTIVE
100—90
98%-100% = 20 pts. 95%-97% = 19 pts. 90%-94% = 18 pts.
EFFECTIVE
89—70
87%-89% = 17 pts. 84%-86% = 16 pts. 81%-83% = 15 pts. 80% = 14 pts. 78%-79% = 13 pts. 76%-77% = 12 pts. 74%-75% = 11 pts. 72%-73% = 10 pts. 70%-71% = 9 pts.
DEVELOPING
69—50
66%-69% = 8 pts. 63%-65% = 7 pts. 60%-62% = 6 pts. 57% - 59% = 5 pts. 54%-56% = 4 pts. 50%-53% = 3 pts.
INEFFECTIVE
49—0
46%-49% = 2 PTS. 41%-45% = 1 PTS. 0-40% = 0 PTS.

HEDI Scale District Developed-
State Value Added Measures

HIGHLY EFFECTIVE
100—90
96%-100% = 15 pts. 90%-95% = 14 pts.
EFFECTIVE
89—65
86%-89% = 13 pts. 82%-85% = 12 pts. 78%-81% = 11 pts. 73%-77% = 10 pts. 69%-72% = 9 pts. 65%-68% = 8 pts.
DEVELOPING
64—29
57%-64% = 7 pts. 50%-56% = 6 pts. 43%-49% = 5 pts. 36%-42% = 4 pts. 29%-35% = 3 pts.
INEFFECTIVE
28—0
20%-28% = 2 PTS. 10%-19% = 1 PTS. 0-9% = 0 PTS.

Teachers and principals for whom there is a value added measure will use the chart at the right to determine their HEDI rating for the local measure based on the number of students who have achieved the achievement targets established. Teachers and principals will earn a rating between 0—15 as indicated in the chart on the right based on the percent of students who meet targets.

Teachers and principals for whom there is not a value added measure will use the chart on the left of the page to determine their HEDI rating for the local measure based on the number of students who have achieved the achievement or growth targets established. Teachers and principals will earn a rating between 0—20 as indicated in the chart on the left based on the percent of students who meet the targets.

Domains, Subcomponents and HEDI Scale for Danielson 2007

Domain Total Pts	Subcomponent Max	Ineffective	Developing	Effective	Highly Effective
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Domain 1	10 Pts					
1a		3	0 - 1	2.5	2.75	3
1b		1	0 - 0.25	0.65	0.85	1
1c		1	0 - 0.25	0.65	0.85	1
1d		1	0 - 0.25	0.65	0.85	1
1e		2	0 - 1	1.5	1.75	2
1f		2	0 - 1	1.5	1.9	2

Domain 2	15 Pts					
2a		4	0 - 2	3.5	3.75	4
2b		4	0 - 2	3.5	3.9	4
2c		4	0 - 2	3.5	3.9	4
2d		1	0 - 0.25	0.75	0.9	1
2e		2	0 - 1	1.75	1.9	2

Domain 3	15 Pts					
3a		5	0 - 2	3.75	4.75	5
3b		2	0 - 1	1.75	1.9	2
3c		2	0 - 0.75	1.5	1.9	2
3d		2	0 - 1	1.5	1.9	2
3e		4	0 - 1	3.5	3.9	4

Domain 4	20 Pts					
4a		5	0 - 2	4	4.75	5
4b		3	0 - 1	2	2.9	3
4c		3	0 - 1.5	2.5	2.75	3
4d		3	0 - 1	2.75	2.9	3
4e		3	0 - 1	2.5	2.75	3
4f		3	0 - 0.5	2.8	2.9	3

Column Total	60 Points Maximum				
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Observation Total					
		0 to 23.75 pts	23.76 to 34 pts	35-54 pts	55-60 pts
HEDI Rating					

TEACHER IMPROVEMENT PLAN

Teacher: _____ School Year: _____
 Assignment: _____ Date Plan Developed: _____
 Class: _____ Principal/Lead Evaluator _____

This form is a tool for communicating expectations and recommendations for improvement. The plan will be collaboratively developed by the teacher and his/her evaluator.

AREAS OF IMPROVEMENT	MANNER TO BE ASSESSED	DIFFERENTIATED ACTIVITIES, SUPPORT AND RESOURCES TO BE PROVIDED	EXPECTED DATE OF COMPLETION

Teacher _____ Date _____ Evaluator _____ Date _____

TEACHER IMPROVEMENT PLAN

Teacher: _____ School Year: _____
Assignment: _____
Class: _____

DATE(S) PLAN ASSESSED	ACCOMPLISHMENTS IN EACH AREA OF IMPROVEMENT:	FURTHER DEVELOPMENT NEEDED:	OUTCOME:

Teacher _____ Date _____ Evaluator _____ Date _____

Scoring Calculation for *Multidimensional Principal Performance Rubric-*

	Ineffective	Developing	Effective	Highly Effective
Domain 1: Shared Vision of Learning				
1a) Culture- 3 Points	0	1.5	2.5	3
1b) Sustainability- 3 Points	0	1.5	2.5	3
Domain 2: School Culture and Instructional Program				
2a) Culture- 4 Points	0	2	3.25	4
2b) Instructional Program- 4 Points	0	2	3.25	4
2c) Capacity Building- 4 Points	0	2	3.25	4
2d) Sustainability- 4 Points	0	2	3.25	4
2e) Strategic Planning- 4 Points	0	2	3.25	4
Domain 3: Safe, Efficient, Effective Learning Environment				
3a) Capacity Building- 4 Points	0	2	3.25	4
3b) Culture- 4 Points	0	2	3.25	4
3c) Sustainability- 4 Points	0	2	3.25	4
3d) Instructional Program- 4 Points	0	2	3.25	4
Domain 4: Community				
4a) Strategic Planning- 2 Points	0	1.25	1.75	2
4b) Culture- 2 Points	0	1.25	1.75	2
4c) Sustainability- 2 Points	0	1.25	1.75	2
Domain 5: Integrity, Fairness, Ethics				
5a) Sustainability- 3 Points	0	1.5	2.5	3
5b) Culture- 3 Points	0	1.5	2.5	3

Domain 6: Political, Social, Economic, Legal and Cultural Context				
6a) Sustainability- 3 Points	0	1.5	2.5	3
6b) Culture-3 Points	0	1.5	2.5	3
Total- 60 Points				

SECTION V: IMPROVEMENT PLAN

Warrensburg Central School District Principal Improvement Plan Process

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable timeline for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Principal Improvement Plan

Name of Principal: _____

School Building: _____

Academic Year: _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Timothy D. Hoover 1/8/13

Teachers Union President Signature: Date:

Marc Muley 1/8/13

Administrative Union President Signature: Date:

Doyle A. Durr 1/8/13

Board of Education President Signature: Date:

Raina A. Donna 1/8/13