



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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Albany, New York 12234

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November 27, 2012

Dr. Raymond W. Bryant, Superintendent  
Warwick Valley Central School District  
P.O. Box 595  
Warwick, NY 10990-0595

Dear Superintendent Bryant:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: John Pennoyer

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 22, 2012

Updated Thursday, November 08, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 442101060000

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

*442101060000*

#### 1.2) School District Name: WARWICK VALLEY CSD

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

*WARWICK VALLEY 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):

- 
- Performance Improvement Grant
-

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Tuesday, May 22, 2012

Updated Friday, November 16, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMSweb
1	State-approved 3rd party assessment	AIMSweb
2	State-approved 3rd party assessment	AIMSweb

	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	Teacher and principal using baseline data will be establishing individualized student growth target based on
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	a the percentage of student that meet or exceed their individualized growth target on a corresponding 0 - 20 point Hedi. A corresponding HEIDI score will be determined using the uploaded attachment in 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results indicate exceptional growth in student learning and are well-above District adopted expectations for growth. For example, 85% or more of students meet expectations described in SLO(s).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results indicate growth in student learning and meet District adopted expectations for growth. For example, 70-84% of students meet expectations described in SLO(s).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results indicate some growth in student learning but are below District adopted expectations for growth. For example, 50-69% of students meet expectations described in SLO(s).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. For example, 0-49% of students meet expectations described in SLO(s).

## 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	AIMSweb
1	State-approved 3rd party assessment	AIMSweb
2	State-approved 3rd party assessment	AIMSweb
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.	Teacher and principal using baseline data will be establishing individualized student growth target based on a the percentage of student that meet or exceed their individualized growth target on a corresponding 0 - 20 point Hedi. A corresponding HEIDI score will be determined using the uploaded attachment in 2.11
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Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).

Results indicate some growth in student learning but are below District adopted expectations for growth. For example, 50-69% of students meet expectations described in SLO(s).

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

Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. For example, 0-49% of students meet expectations described in SLO(s).

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	WVCSD Developed 6th grade Science Assessment
7	District, regional or BOCES-developed assessment	OU BOCES Developed 7th grade Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

Teacher and principal using baseline data will be establishing individualized student growth target based on a the percentage of student that meet or exceed their individualized growth target on a corresponding 0 - 20 point Hedi. A corresponding HEIDI score will be determined using the uploaded attachment in 2.11

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

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

Results indicate some growth in student learning but are below District adopted expectations for growth. For example, 50-69% of students meet expectations described in SLO(s).

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

Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. For example, 0-49% of students meet expectations

described in SLO(s).

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	OU BOCES developed 6th grade social studies assessment
7	District, regional or BOCES-developed assessment	OU BOCES developed 7th grade social studies assessment
8	District, regional or BOCES-developed assessment	OU BOCES developed 8th grade social studies assessment

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

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.	Teacher and principal using baseline data will be establishing individualized student growth target based on a the percentage of student that meet or exceed their individualized growth target on a corresponding 0 - 20 point Hedi. A corresponding HEIDI score will be determined using the uploaded attachment in 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. For example, 0-49% of students meet expectations described in SLO(s).

## 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	WVCSD Developed Global 1 Assessment
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	Social Studies Regents Courses	Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teacher and principal using baseline data will be establishing individualized student growth target based on a the percentage of student that meet or exceed their individualized growth target on a corresponding 0 - 20 point Hedi. A corresponding HEIDI score will be determined using the uploaded attachment in 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. For example, 0-49% of students meet expectations described in SLO(s).

## 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.	Teacher and principal using baseline data will be establishing individualized student growth target based on a the percentage of student that meet or exceed their individualized growth target on a corresponding 0 - 20 point Hedi. A corresponding HEIDI score will be determined using the uploaded attachment in 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. For example, 0-49% of students meet expectations described in SLO(s).

## 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.	Teacher and principal using baseline data will be establishing individualized student growth target based on a the percentage of student that meet or exceed their individualized growth target on a corresponding 0 - 20 point Hedi. A corresponding HEIDI score will be determined using the uploaded attachment in 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. For example, 0-49% of students meet expectations described in SLO(s).

## 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	WVCS D Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	WVCS D Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Regents

For High School English Language Arts: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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.	Teacher and principal using baseline data will be establishing individualized student growth target based on a the percentage of student that meet or exceed their individualized growth target on a corresponding 0 - 20 point Hedi. A corresponding HEIDI score will be determined using the uploaded attachment in 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. For example, 0-49% of students meet expectations described in SLO(s).

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Physical Education	District, Regional or BOCES-developed	WVCSD Developed Course Specific PE Assessment
Music	District, Regional or BOCES-developed	OU BOCES Developed Music Course Specific Assessment
Art 9-12	District, Regional or BOCES-developed	WVCSD Developed Art Course Specific Assessment
Library 6-12	District, Regional or BOCES-developed	WVCSD Developed Course Specific Library Assessment
Health	District, Regional or BOCES-developed	WVCSD Developed Health Course Specific Assessment
Technology/Ag	District, Regional or BOCES-developed	WVCSD Developed Course Specific Technology Assessment
Family and Consumer Science	District, Regional or BOCES-developed	WVCSD Developed Course Specific Family and Consumer Science Assessment
Business	District, Regional or BOCES-developed	WVCSD Developed Course Specific Bussiness Assessment
Foreign Language 9-12	District, Regional or BOCES-developed	WVCSD Developed Course Specific Foreign Language Assessment
Science 9-12	District, Regional or BOCES-developed	WVCSD Developed Course Specific Science Assessment
Math 9-12	District, Regional or BOCES-developed	WVCSD Developed Course Specific Math Assessment
Social Studies	District, Regional or BOCES-developed	WVCSD Developed Course Specific Social Studies Assessment
English	District, Regional or BOCES-developed	WVCSD Developed Course Specific English
Foreign Language 7-8	District, Regional or BOCES-developed	OU BOCES Developed Foreign Language Course Specific Assessment
Art K-5	District, Regional or BOCES-developed	OU BOCES Developed ART Course Specific Assessment
Library K-5	District, Regional or BOCES-developed	OU BOCES Developed Library Course Specific 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 graphic at 2.11, below.	Teacher and principal using baseline data will be establishing individualized student growth target based on a the percentage of student that meet or exceed their individualized growth target on a corresponding 0 - 20 point Hedi. A corresponding HEIDI score will be determined using the uploaded attachment in 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results indicate little or no growth in student learning and are well-below District adopted expectations for growth. For example, 0-49% of students meet expectations described in SLO(s).

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/5364/132124-TXEttx9bQW/20 Point Chart.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.

*Using those identified controls we will establish differentiated growth targets for student with prior academic history, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, May 22, 2012

Updated Friday, November 16, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	Aimsweb
5	4) State-approved 3rd party assessments	Aimsweb
6	5) District, regional, or BOCES–developed assessments	WVCSD Developed Grade 6 ELA Assessemnt

7	5) District, regional, or BOCES–developed assessments	WVCSD Developed Grade 7 ELA Assesemnt
8	5) District, regional, or BOCES–developed assessments	WVCSD Developed Grade 8 ELA Assesemnt

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The Warwick Valley District will be assessing student achievement based on the percentage of students who meet or exceed the proficiency benchmark of 75 or higher. A corresponding zero to 15 Hedi score will be determined based on the percentage of students who meet or exceed the proficiency benchmark
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 84-100 range.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 70-83 range.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 50-69 range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 0-49 range.

### 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	Aimswebb
5	4) State-approved 3rd party assessments	Aimswebb
6	5) District, regional, or BOCES–developed assessments	WVCSD Developed 6th Grade Math Assessment

7	5) District, regional, or BOCES–developed assessments	WVCSD Developed 7th Grade Math Assessment
8	5) District, regional, or BOCES–developed assessments	WVCSD Developed 8th Grade Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The Warwick Valley District will be assessing student achievement based on the percentage of students who meet or exceed the proficiency benchmark of 75 or higher. A corresponding zero to 15 Hedi score will be determined based on the percentage of students who meet or exceed the proficiency benchmark
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 84-100 range.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 70-83 range.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 50-69 range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 0-49 range.

### 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/5139/132125-rhJdBgDruP/15 Point HEDI Scale.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	5) District, regional, or BOCES–developed assessments	OU BOCES Developed Kindergarden ELA Assessment
1	5) District, regional, or BOCES–developed assessments	OU BOCES Developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	OU BOCES Developed Grade 2 ELA Assessment
3	5) District, regional, or BOCES–developed assessments	OU BOCES Developed Grade 3 ELA Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Warwick Valley District will be assessing student achievement based on the percentage of students who meet or exceed the proficiency benchmark of 75 or higher. A corresponding zero to 20 Hedi score will be determined based on the percentage of students who meet or exceed the proficiency benchmark
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 84-100 range.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 70-83 range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 50-69 range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 0-49 range.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	OU BOCES Developed Kindergarden Math Assessment
1	5) District, regional, or BOCES–developed assessments	OU BOCES Developed Grade 1 Math Assessment
2	5) District, regional, or BOCES–developed assessments	OU BOCES Developed Grade 2 Math Assessment
3	5) District, regional, or BOCES–developed assessments	OU BOCES Developed Grade 3 Math Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Warwick Valley District will be assessing student achievement based on the percentage of students who meet or exceed the proficiency benchmark of 75 or higher. A corresponding zero to 20 Hedi score will be determined based on the percentage of students who meet or exceed the proficiency benchmark
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 84-100 range.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 70-83 range.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 50-69 range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 0-49 range.

### 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	5) District, regional, or BOCES–developed assessments	WVCSD Developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	WVCSD Developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	WVCSD Developed Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Warwick Valley District will be assessing student achievement based on the percentage of students who meet or exceed the proficiency benchmark of 75 or higher. A corresponding zero to 20 Hedi score will be determined based on the percentage of students who meet or exceed the proficiency benchmark
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 84-100 range.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 70-83 range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 50-69 range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 0-49 range.

### 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	5) District, regional, or BOCES–developed assessments	WVCSD Developed Grade 6 Social Studies Assessment

7	5) District, regional, or BOCES–developed assessments	WVCSD Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	WVCSD 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.	The Warwick Valley District will be assessing student achievement based on the percentage of students who meet or exceed the proficiency benchmark of 75 or higher. A corresponding zero to 20Hedi score will be determined based on the percentage of students who meet or exceed the proficiency benchmark
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 84-100 range.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 70-83 range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 50-69 range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 0-49 range.

### 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	WVCSD Developed Global 1 Assessment

Global 2	5) District, regional, or BOCES–developed assessments	WVCSD Developed Global 2 Assessment
American History	5) District, regional, or BOCES–developed assessments	WVCSD Developed American History 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.	The Warwick Valley District will be assessing student achievement based on the percentage of students who meet or exceed the proficiency benchmark of 75 or higher. A corresponding zero to 20 Hedi score will be determined based on the percentage of students who meet or exceed the proficiency benchmark
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 84-100 range.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 70-83 range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 50-69 range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 0-49 range.

### 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	5) District, regional, or BOCES–developed assessments	WVCSD Developed Living Environment Assessment

Earth Science	5) District, regional, or BOCES–developed assessments	WVCSD Developed Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	WVCSD Developed Chemistry Assessment
Physics	5) District, regional, or BOCES–developed assessments	WVCSD Developed Physics 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.	The Warwick Valley District will be assessing student achievement based on the percentage of students who meet or exceed the proficiency benchmark of 75 or higher. A corresponding zero to 20Hedi score will be determined based on the percentage of students who meet or exceed the proficiency benchmark
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 84-100 range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 70-83 range.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 50-69 range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 0-49 range.

### 3.10) High School Math

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

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

Locally-Selected Measure from List of Approved Measures	Assessment
---	------------

Algebra 1	5) District, regional, or BOCES–developed assessments	WVCSD Developed Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	WVCSD Developed Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	WVCSD Developed Algebra 2 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.	The Warwick Valley District will be assessing student achievement based on the percentage of students who meet or exceed the proficiency benchmark of 75 or higher. A corresponding zero to 20 Hedi score will be determined based on the percentage of students who meet or exceed the proficiency benchmark.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	.The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 84-100 range.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 70-83 range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 50-69 range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 0-49 range.

### 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	WVCSD Developed ELA Grade 9 Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	WVCSD Developed ELA Grade 10 Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	WVCSD Developed ELA Grade 11 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.	The Warwick Valley District will be assessing student achievement based on the percentage of students who meet or exceed the proficiency benchmark of 75 or higher. A corresponding zero to 20Hedi score will be determined based on the percentage of students who meet or exceed the proficiency benchmark.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	.The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 84-100 range.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 70-83 range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has students performing below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 50-69 range.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 0-49 range

### 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
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Art K-5	5) District/regional/BOCES–developed	OU BOCES Developed Art Course Specific Assessment
Music K-12	5) District/regional/BOCES–developed	OU BOCES Developed Music Course Specific Assessment
PE K-12	5) District/regional/BOCES–developed	WVCSD Developed PE Course Specific Assessment
Health 7-12	5) District/regional/BOCES–developed	WVCSD Developed Health Course Specific Assessment
Business Education 9-12	5) District/regional/BOCES–developed	WVCSD Developed Business education Course Specific Assessment
Foreign Language 9-12	5) District/regional/BOCES–developed	WVCSD Developed Foreign Language Course Specific Assessment
Agriculture	5) District/regional/BOCES–developed	WVCSD Developed Agriculture Course Specific Assessment
Technology 7-8	5) District/regional/BOCES–developed	WVCSD Developed Technology Course Specific Assessment
All other courses not named above	5) District/regional/BOCES–developed	WVCSD Developed Course Specific 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.*

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The Warwick Valley District will be assessing student achievement based on the percentage of students who meet or exceed the proficiency benchmark of 75 or higher. A corresponding zero to 20 Hedi score will be determined based on the percentage of students who meet or exceed the proficiency benchmark.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	.The attachment describes the process for assigning points on the HEDI scale. A teacher in the highly effective range has students performing well above district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 84-100 range.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The attachment describes the process for assigning points on the HEDI scale. A teacher in the effective range has students meeting district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 70-83 range.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement	The attachment describes the process for assigning points on the HEDI scale. A teacher in the developing range has

for grade/subject.

students performing below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 50-69 range.

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

The attachment describes the process for assigning points on the HEDI scale. A teacher in the ineffective range has students performing well below district expectations for achievement for the subject or grade. The AIMSWeb student growth percentiles will be in the 0-49 range

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/132125-y92vNseFa4/20 Point Chart.pdf*

### 3.14) Locally Developed Controls

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

*Using those identified controls we will establish differentiated achievement targets for student with 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.*

### 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.

*A weighted average will be used across multiple SLOs based on proportion of students on each class rosters*

### 3.16) Assurances

Please check all of the boxes below:

3.16) Assurances   Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances   Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked

3.16) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances   Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
3.16) Assurances   Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances   If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances   Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

## 4. Other Measures of Effectiveness (Teachers)

Created Tuesday, May 22, 2012

Updated Wednesday, November 07, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching (2011 Revised Edition)*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	(No response)

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.

*The Danielson Rubric is made up of four domains. Domains 1 and 4 generate 10% each towards the total and domains 2 and 3 each generate 40% towards the 100 points. The HEIDI ratings were determined jointly with the APPR Committee to align with performance that is ineffective, developing, effective and highly effective.*

*The score is achieved by a 9 step process. Step 1 determined the value of each of the 4 domains, Step 2 Determines the relative value of each sub domain as a part of the domain, Step 3 involves the evaluator assigning every teacher a rating of 1-4 in each subdomain, Step 4 assigns a weighted subdomain score, Step 5 totals the subdomaoin score, Step 6 weights the total domain score and computes a total score, Step 7 assigns a HEDI band, Step 8 converts the average into a Rubric Score and Step 9 Converts the Average Rubric Score into a conversion score reflecting the HEDI bands.*

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

*assets/survey-uploads/5091/132127-eka9yMJ855/Copy of Danielson ex 1.xls*

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.	3.1-4 rubric score
Effective: Overall performance and results meet NYS Teaching Standards.	2.5-3.0 rubric score
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	1.5-2.4 rubric score
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	1-1.4 rubric score

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Tuesday, May 22, 2012

Updated Monday, July 30, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	59-60 3.1-4.0
Effective	57-58 2.5-3.0
Developing	50-56 1.5-2.4
Ineffective	0-49 1-1.4

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Tuesday, May 22, 2012

Updated Wednesday, November 07, 2012

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/132129-Df0w3Xx5v6/Teacher TIP.docx](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*WARWICK VALLEY CENTRAL SCHOOL DISTRICT*

*ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN*

*Adopted by Board of Education*

*Date: September 9, 2012*

*PHILOSOPHY OF EVALUATION*

*The Warwick Valley Central School District is committed to creating the most favorable teaching – learning climate possible.*

*The Board of Education recognizes that teaching and learning is a complex process. Good teaching is the most important element in a sound educational program; therefore, teacher evaluation is essential.*

*The primary purpose of the teacher evaluation system for the Warwick Valley Central Schools is to facilitate and improve classroom instruction and, thus, enhance student learning.*

*This performance-based evaluation should be a continuous, constructive, and cooperative process which relates directly to professional performance. The standards and criteria in a performance-based system should reflect measurable, definable, and observable teacher behaviors. In addition, performance-based evaluations should include available student assessment data from both state and local sources.*

*An effective evaluation system should identify teacher strengths and areas in need of improvement and provide specific directions for improving and/or maintaining teacher skills.*

*As one means of insuring quality of instruction, The Board delegates to the administrative staff the responsibility of developing, organizing, and implementing a system-wide program for evaluating the instructional process.*

*CLASSROOM OBSERVATIONS AND ANNUAL TEACHER EVALUATIONS*

*The basic objective of the observation and evaluation process shall be to improve the teaching standard of the Warwick Valley Central School District.*

*1. Number of Observation Reports*

*a. Tenured teachers will be observed not less than two times per year, one of which will be announced. The unannounced observation may be either a full period or one to three, 15-minute observations within a ten-week period. The schedule for these observations will be determined by the building principal and/or appropriate supervisor. Administrators are encouraged to conduct additional observations (announced and unannounced), particularly for those staff members whose instructional practice requires improvement. Tenured teachers returning after February 1st must receive a minimum of one (1) observation which could be announced or unannounced.*

*b. Non-tenured teachers will be observed a minimum of four times a year. At least two of these observations should be conducted by a building administrator (announced and/or unannounced). Non-tenured teachers hired after February 1st of the school year must*

receive a minimum of two observations (announced and/or unannounced) that year.

## *2. Time Lines for the Completion of Observations*

*Observation reports should be submitted on or before the following dates:*

*a. First Observation October 30 All Non-tenured Teachers  
March 15 All Tenured Teachers*

*b. Second Observation December 15 All Non-tenured Teachers  
May 1 All Tenured Teachers*

*c. Third Fourth Observation March 15 All Non-tenured Teachers*

## *3. Observation Procedures*

*a. Observations will be continued on a regular basis throughout the year for the improvement of instructional practice. Administrators shall coordinate the observation schedule.*

*b. A pre-observation conference will be held with the teacher to be observed no less than 5 school days prior to the announced observation.*

*c. A post-observation conference to discuss the observation before the final form is typed must be held within five school days of the observation.*

*d. The teacher will be given a copy of every observation within ten (10) school days of the post-observation conference. The teacher is required to sign each copy indicating that the report has been received. The teacher is to sign and return the form with or without comments within ten (10) school days of receiving the report.*

*e. At the post-observation conference, the observer will discuss the analysis of the data collected regarding the teacher's instructional delivery, commend strengths, and make recommendations where appropriate with the intent of improving the instructional practices of the teacher. In addition, the observer may discuss with the teacher those records and other data accumulated during the course of the year (i.e., lesson plans, class grade book, student evaluation materials, etc.) that affect the instructional program. This data may be used to reinforce and/or enhance the rubric's components and elements. This may also include the teacher's yearly goals.*

*f. Conferences shall be scheduled at a time and place that provides for privacy, free from interruption.*

*g. Walk Through/Visits: An administrator may visit any class on an unannounced basis. The goal of these visits will be to gather evidence of highly effective classroom practices. If a concern is observed during the walk throughs, it must be brought to the attention of the teacher at the earliest possible convenience.*

*h. If recommendations for modification of procedure and/or suggestions for professional growth are to be made, these should be specific and should include suggested alternate activities and/or procedures to be used in the future.*

*i. Teachers, on occasion, may request an observer return at a more convenient time.*

## *4. Annual Summary Evaluation Reports*

*a. Each building principal or supervisor will be responsible for the completion of a separate evaluation report for each staff member under his or her jurisdiction, according to the schedule below. To be completed on or about:*

*May 30 Non-tenured Teachers – Summary Conference*

*June 15 Tenured Teachers – Summary Conference*

*TBD All Teachers – Final Evaluation Report*

*The summary conference is an opportunity to review and discuss all aspects of the teacher's yearly evaluation. Teachers will have the opportunity to submit all supportive evidence to be considered for their final summary evaluation at the summary conference. A final summary evaluation is written based on the overall performance of the teacher and placed in the personnel file. This summary evaluation will be completed utilizing the Danielson Framework for Teaching 2011 version. Any negative evaluative comments*

appearing in the summary report must have been communicated to the teacher previously in writing.

A teacher may submit in writing within 10 days of receiving the Summary Evaluation Report a written comment to be attached to and become part of the official record..

#### 5. Annual Notification of the Observation/Evaluation Plan

At the beginning of each school year, the building principal shall distribute the Section 3012-C and the Annual Professional Performance Review Plan and discuss the same in his/her building. Teachers hired during the school year shall receive the plan, with an explanation, at the time of hiring from the Human Resources Office.

#### PROFESSIONAL SUCCESS PLANS

The setting of goals is intended to further the professional growth of Warwick Valley teachers. Teachers will submit one or more goals to their principal/supervisor to be included in their year-end evaluation. The goal will be the teacher's own choice of interest or concentration for the following school year(s) but should be relevant to the Board of Education strategic goals. The goals by their nature may take one or several years to accomplish. Some goals may never reach fruition due to factors outside the teacher's or school district's control and thus need to be modified or changed.

Principals/supervisors and teachers should consult throughout the year regarding the teacher's progress or problems toward goal fulfillment. Supervisors will address significant problems which arise prior to the year-end evaluation. Work toward accomplishing teacher goals will be incorporated into the teacher's end of year evaluation.

Teachers new to the district will submit goals at the end of their first year teaching in Warwick within the applicable domains of the rubric.

#### Submission and Verification of Data

Central Office staff and the District Data Administrator are responsible for maintaining accurate teacher/student information system data in conjunction with MHRIC. Data reports are timely and accurate and are reviewed and verified by principals prior to submission, and certified by the superintendent. Data includes attendance, enrollment rosters, student and teacher ID's, school courses, and linkage data as required.

Verification: The District's student data system identifies teacher assignments and student enrollment and attendance. The District has obtained the NYSED statewide unique identifier for certified individuals employed by the District through the "TEACH" system. This information has been entered into the District's data system and will be extracted from the District's system and reported to SIRS in accordance with NYSED guidance.

Reporting Individual Subcomponent Scores: The District will report to the NYSED the individual subcomponent scores and the total composite score for each classroom teacher and building principal as required. The District will utilize a process for timely and accurate extraction of this data and will use SIRS data reporting extracts protocols for reporting these data to NYSED.

#### Assessment Development/Security/Process – In Progress

The District has worked with the Warwick Valley Teacher Association (WVTA) in the selection of a teacher evaluation rubric. The District will continue to work with the Association when making decisions about local measures of student achievement, as well as those relating to the scoring methodology for the assignment of points of locally selected measures of student achievement and other measures of teacher effectiveness.

Local assessments will align with the Common Core Learning Standards for years 2012-2013 and beyond.

The District will secure all state assessments at the building level consistent with NYSED guidelines. The District will contract with outside agency for all K-8 scoring of ELA and Math assessments.

*Security of the testing process will be further ensured by withholding test materials until the day of testing by storing tests in a locked safe. Upon receipt of the test materials, the building administration will carefully check, count, and inventory the testing materials.*

*Prior to testing, a thorough review of test administration procedures is conducted for all assigned proctors. On test day, tests are collected and signed for by the assigned proctors. Attendance is taken and make ups scheduled as required. Tests are collected by proctors and turned into the main office. Answer sheets are re-counted for pick up for scoring by outside agency where applicable. When tests are returned to District, tests are organized for delivery to MHRIC.*

#### *Training of Evaluators*

*All Lead Evaluators will be properly trained and certified. The superintendent will certify lead evaluators upon receipt of proper documentation that the individual has completed training. Evaluator training will occur regionally in cooperation with Orange-Ulster BOCES and/or additional outside contractors. Evaluators will be recertified on an annual basis.*

#### *Timely and Constructive Feedback*

*As in effective classrooms, structured feedback will take place as soon as possible after observations or other performance evidence is documented.*

*Teachers will be notified of their lead evaluator early in the school year. Other administrators may do observations of a teacher; those individuals will also receive training on the selected rubric.*

*Informal and formal feedback opportunities will be provided to guide improvement and provide professional development recommendations.*

*The final evaluation of each staff member will take place according to the timeline in this document.*

*Educational training opportunities will be provided by the District to ensure that all staff understand the Danielson Framework, including the performance indicators identified in the rubric. Teachers will know principal/administrator expectations prior to classroom observations. Data from state and local assessments and District goals will be used to determine targeted professional development.*

*Intern teachers will receive support during their first year of teaching from mentors through the District's Mentor/Intern Program. Intern teachers will be trained to ensure understanding of the expectations and performance indicators incorporated in the APPR model. Professional development in effective observation and evaluation strategies will be provided through the District, BOCES, and/or other outside agencies/contractors.*

#### *Joint Review Team*

##### *Shared Governance*

*In an effort to build a climate of shared governance this APPR establish a Joint Review Team to consider appeal of any teacher receiving a rating of "developing" or "ineffective" on their annual composite APPR evaluation. The composition and work of the Joint Review Team (JRT) reflects the shared responsibility that labor and management assume for the success of teachers in the district. This structure reflects the responsibility that teachers and administrators share for teachers' success in the district. Participants agree that when there are occasional disagreements between the labor and management about whether a teacher meets standards, the parties don't split along labor-management lines. Instead, with representatives of both the teachers and administrators on the JRT they jointly work to resolve these differences. The JRT members are selected as follows: The Superintendent shall assign two administrators and the Warwick Valley Teachers Association (WVTA) President shall assign two teachers to the JRT. In any case where a JRT is called for both the Superintendent and the WVTA President shall insure neutrality of the JRT members meaning staff from the teacher's building shall not be selected to serve on the JRT nor shall Consulting Teachers be selected to serve on the JRT.*

##### *Consulting Teacher Pool*

*The role of the Consulting Teacher is complementary and not duplicative of the role of administrators, teacher mentor, or other existing positions. Consulting Teachers are experienced and tenured WVCSD teachers who apply and are selected through the Human Resource process. They are chosen through an application process that ensures they are outstanding teachers, respected by their peers and are able to communicate their knowledge and strategies about best practices to adult learners. They are experienced in modeling teaching behavior to adult learners in a variety of settings; they have demonstrated instructional leadership (e.g. team leader, Department Chair, Lead Teacher, District wide and/or building committee member, college teaching or workshop leader, etc.)*

*Consulting Teachers will receive a stipend and shall be provided coverage when they need to assist a teacher who has received or may*

receive a rating of “developing” or “ineffective” on their annual composite APPR evaluation.

### *Common Standards and Language*

*In building its APPR, the district adopted the Charlotte Danielson 2011 Rubric which is based on those of the National Board for Professional Teaching Standards and the National Common Core Standards. Administrators use these standards to review and document teachers’ performance. So that they understand what those standards look like in practice, teachers are provided in-service and online course work in the Danielson rubric. The expectation is that as a result of consistent training and implementation of the Danielson Rubric, people across the district will talk about teaching in similar ways, using common language and look for the same kinds of evidence in deciding whether instruction meets the district’s instructional standards and expectations.*

### *Teacher Improvement Plan*

*Upon receiving a rating of “developing” or “ineffective” on their annual composite APPR evaluation, a teacher and the Warwick Valley Teacher Association (WVTA) President shall be notified of the need for the development of a TIP. The TIP shall be developed in consultation with the teacher. The teacher shall be offered the opportunity to voluntarily meet in August to develop the TIP prior to the opening of school. However, the TIP shall be provided as soon as practicable, but in no case later than ten (10) school days after the opening of classes for the school year. In addition any teacher receiving a rating of “ineffective” or “developing for two consecutive years” on their annual composite APPR evaluation shall be assigned a Consulting Teacher to provide support with implementing the TIP. A principal or teacher may request a Consulting Teacher be assigned prior to a teacher receiving a rating of “developing” or “ineffective” on their annual composite APPR evaluation if either believes that a teacher may be receiving a rating of “developing” or “ineffective” on their annual composite APPR evaluation.*

### *Appeal of a Teacher Improvement Plan*

*A teacher who is placed on a Teacher Improvement Plan (TIP) shall have the right to an appeal within ten (10) school days of the notification of a TIP being implemented; the appeal must be in writing and include any modifications or revisions being requested.*

*The Superintendent of Schools, after reviewing the evidence underlying the observations of the teacher, along with all other evidence submitted by the teacher, shall make his or her decision, in writing regarding the appeal within (10) school days of receipt of that appeal.*

### *Appeal of the Overall APPR Evaluation*

*For the 2012-2013 school year no scores derived from the APPR process shall be used in any 3020A proceeding.*

*In the event that a member has received a second consecutive ineffective APPR evaluation rating, the member may appeal this second consecutive ineffective rating to the Joint Review Team (JRT). The member shall have (10) school days from receipt of a consecutive ineffective APPR evaluation rating to submit his/her appeal.*

*The JRT, after reviewing the evidence underlying the observations of the teacher, along with all other evidence submitted by the teacher, shall make their recommendation, in writing, regarding the appeal within (10) school days of receipt of that appeal to the Superintendent.*

*The Superintendent, after reviewing the recommendation of the JRT and the evidence underlying the observations of the teacher, along with all other evidence submitted by the teacher, shall make his or her decision in writing regarding the appeal within (10) school days of receipt of that appeal. This is the final appeal step.*

## **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.

*Using the Danielson Reflect Live online management system and the Framework for Teaching Proficiency for evaluator certification.*

*In addition, Evaluators and Lead Evaluators will receive the equivalent of 10 days of training and be trained in accordance with requirement of 3012-c. All Lead Evaluators will have training to meet the 9 criteria for Lead Evaluators. Likewise any Evaluators will have training aligned to those same requirements. Training*

topics include but are not limited to:

*NYS Teaching Standards, Leadership Standards (ISLLC), Rubric Use, Evidence Based Observation, Student Growth Model, Scoring Methodology, Local Assessment and Growth Measures, Data Systems as well as Considerations for Observations for Teachers of Students with Disabilities and English Language Learners. Lead Evaluators will be certified by the Cooperative Board. Recertification of Lead Evaluators will be conducted periodically. Inter-rater reliability will be addressed through the training process.*

*This process will be repeated annually.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, May 22, 2012

Updated Wednesday, November 07, 2012

## Page 1

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

*assets/survey-uploads/5365/132131-lha0DogRNw/Charts Principal APPR.docx*

### 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.

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Tuesday, May 22, 2012

Updated Wednesday, November 07, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	State Assessment in Science Grade 4
6-8	(d) measures used by district for teacher evaluation	State Assessment in Science Grade 8
9-12	(d) measures used by district for teacher evaluation	New York State Assessment in Algebra 1

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For Principals of buildings servicing students in grade 4, the measure of student achievement for purposes of the Local Measure will be based upon the percentage of students in the Principal's building achieving a Level 3 score or higher on the New York State Standardized Science 4 Test as set forth in the Achievement Based Scoring Charts on page 6.</p> <p>For Principals of buildings servicing students in grade 8, the measure of student achievement for purposes of the Local Measure will be based upon the percentage of students in the Principal's building achieving a Level 3 score or higher on the New York State Standardized Science 8 Test as set forth in the Achievement Based Scoring Charts on page 6.</p> <p>For the Principal of the building servicing students in grades 9-12, the measure of student achievement for purposes of the Local Measure will be based upon the percentage of students in</p>
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the Principal's building scoring 80% or higher on the Algebra Regents, as set forth in the Achievement Based Scoring Charts on pages 6, 7, and 8.

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

The attachment describes the process for assigning points on the HEDI scale. A principal in the highly effective range has students performing well above district expectations for achievement for Grade 4 and 8 State Science Assessment and for the Algebra 1 Regents. Principals with 85-100 percent of students meeting or exceeding proficiency shall receive a highly effective rating.

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

The attachment describes the process for assigning points on the HEDI scale. A principal in the highly effective range has students performing well above district expectations for achievement for Grade 4 and 8 State Science Assessment and for the Algebra 1 Regents. Principals with 70 to 84 percent of students meeting proficiency shall receive a effective rating.

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

The attachment describes the process for assigning points on the HEDI scale. A principal in the highly effective range has students performing well above district expectations for achievement for Grade 4 and 8 State Science Assessment and for the Algebra 1 Regents. Principals with 50 to 69 percent of students meeting proficiency shall receive a developing rating.

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

The attachment describes the process for assigning points on the HEDI scale. A principal in the highly effective range has students performing well above district expectations for achievement for Grade 4 and 8 State Science Assessment and for the Algebra 1 Regents. Principals with 0 to 49 percent of students meeting proficiency shall receive a ineffective rating.

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

*(No response)*

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

[assets/survey-uploads/5366/132134-qBFVOWF7fC/Principal HEIDI Bands\\_2.docx](#)

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment

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.	NA
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	NA

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.

*Using those identified controls we will establish differentiated growth targets for student with 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.*

### 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.

NA

### 8.5) Assurances

Please check all of the boxes below:

8.5) Assurances   Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances   Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check

8.5) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances   Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances   Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances   If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances   Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, May 22, 2012

Updated Friday, November 16, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

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

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

*(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 process for assigning points and determining HEDI rating is described in the attached Principal APPR Plan*

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/5143/132137-pMADJ4gk6R/Principal APPR PROCESS 2012-2013.doc*

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.	3.600-4.000
Effective: Overall performance and results meet standards.	2.700-3.599
Developing: Overall performance and results need improvement in order to meet standards.	1.484-2.699
Ineffective: Overall performance and results do not meet standards.	1-1.483

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	40-56
Ineffective	0-39

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

# 10. Composite Scoring (Principals)

Created Tuesday, May 22, 2012

Updated Tuesday, October 09, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	59-60
Effective	57-58
Developing	40-56
Ineffective	0-39

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

**2012-13 where Value-Added growth measure applies**

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, May 22, 2012

Updated Wednesday, November 07, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/132139-Df0w3Xx5v6/Principal PIP\\_1.docx](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *X. Principal Improvement Plans (PIPs)*

*A. Upon a principal rating of "Developing" or "Ineffective" through the APPR, the District shall develop and commence implementation of a Principal Improvement Plan (PIP) for the individual Principal.*

*B. The PIP shall be developed locally. Negotiations are required for the format for such Principal Improvements Plans. PIPs must be implemented no later than 10 days after the date on which Principals are required to report prior to the opening of classes for the*

school year.

*C. In accordance with Commissioner's regulations, each individual PIP must include at least:*

- 1. Identification of needed areas of improvement;*
- 2. A timeline for achieving improvement;*
- 3. The manner in which improvement will be assessed; and*
- 4. Where appropriate, differentiated activities to support the individual's improvement in those areas.*

*D. The PIP shall describe the professional learning activities the Principal is expected to complete and these shall be connected to the areas needing improvement.*

*E. "Artifacts" that the Principal must produce should be described to serve as benchmarks of his or her improvement as evidence for the final stage of the improvement plan.*

*F. The supervisor shall state in the PIP the additional support and assistance that the Principal will receive.*

*G. In the final stages of the PIP, the Principal shall meet with his or her supervisor to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the Principal.*

*A PIP must be initiated whenever a Principal receives a rating of developing or ineffective in a year-end evaluation. Both the Principal and the Superintendent or his/her designee shall meet for an evaluation conference by no later than June 30th of the school year where the developing or ineffective evaluation is discussed. A PIP shall be designed by the Principal and the Superintendent or his/her designee in collaboration with the President of the Warwick Valley Central School District Administrators Association (the "Association") or his/her designee over the course of the summer, consistent with the requirements and conditions set forth herein.*

*The PIP must be in place no later than September 10 of the following school year. An initial conference shall be held at the beginning of the school year where the PIP is discussed, signed and dated at the beginning of its implementation.*

*The Principal when receiving a rating of "developing" must be offered the opportunity for a peer Mentor from the Association who shall be selected by mutual agreement. The peer Mentor shall be entitled to a stipend in the amount of \$1,500 per mentee. If the Principal received a rating of "ineffective" he/she must be offered, at the cost and expense of the District, the opportunity for an internal peer mentor or an independent outside mentor mutually agreed upon between the District and Association. The Principal may select a Mentor, with the approval of the Superintendent or his/her designee and the Association President. The Mentor and the Principal will collaborate biweekly during the first quarter. All dealings between the Mentor and the Principal will be confidential.*

*After the first quarter of Principal/Mentor collaboration, the Superintendent or his/her designee will assess the effectiveness of the intervention and the level of improvement, no later than November. Based on that assessment, the PIP may be adjusted appropriately and meetings between the Superintendent or his/her designee, Mentor and Principal will continue on a monthly basis during the second quarter. The Principal must also during the school year be offered at least two professional development courses that are focused in specific areas of concern or the Principal may request up to two professional development courses that are focused in specific areas of concern. The Mentor must provide to the Superintendent or his/her designee, with a copy simultaneously sent to the Principal, a written mid-year progress report no later than January 1st. The Superintendent or his/her designee will provide the Principal with a mid-year evaluation, no later than January 15th, that will include, but will not be limited to, a second half meeting schedule with the Superintendent or his/her designee that must consist of at least four (4) meetings, as well as clear written direction and guidance in regards to areas of concern. Each meeting will result in written documentation from the Superintendent or his/her designee to the Principal, no later than two (2) days after the meeting, detailing what was discussed and the guidance and suggestions offered, if any. The Mentor must provide, in writing, an end of the year summary to the Superintendent or his/her designee, with a copy simultaneously sent to the Principal, no later than May 15th. The Superintendent or his/her designee must provide the Principal with his/her end of the year evaluation no later than June 15th. The culmination of the PIP will be communicated in writing to the Principal. If at the end of the year the PIP goals are met or the administrator is rated "effective" the PIP will terminate. Then both parties will sign the PIP at the end of the school year.*

*If the Principal is rated as developing or ineffective for any school year in which a PIP was in effect, a new plan will be developed by the Principal and the Superintendent or his/her designee in collaboration with the Association according to these guidelines for the subsequent school year.*

#### *X. The Appeals Process*

*To the extent a Principal wishes to challenge his or her performance review and/or improvement plan (TIP/PIP) under the new APPR*

system, the District has developed an appeals procedure that applies to Principals. This appeals procedure does not diminish the authority of the School Board to terminate probationary principals during their probationary term except for performance..

A. Any Principal who receives an Ineffective or Developing rating on their annual total composite APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent's administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided, however, in no event shall the Evaluator or Lead Evaluator of the evaluation in question hear the appeal.

B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a Principal who is placed on a Principal Improvement Plan ("PIP") shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.

C. An appeal of an APPR evaluation or PIP must be commenced within fifteen (15) work days of the presentation of the final APPR document and composite score to the Principal (extended by an additional period of up to ten (10) calendar days if he or she is going to be on a planned vacation during the fifteen (15) business days referenced above) or else the right to appeal shall be deemed waived in all regards; provided, however that in the case of a PIP appeal, there shall be a second fifteen (15) business day period for a PIP appeal following the end date of the PIP. In the event that the PIP has an ending date after June 1st, the time for appealing the PIP shall be extended until no later than the 10th day after classes begin during the September immediately following the last day of the PIP.

D. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal that must include explanation and rationale behind that decision. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the Principal along with all other evidence submitted by the Principal prior to rendering a decision. Such decision shall be made within fifteen (15) business days of receipt of the appeal and shall be considered final and binding as to appeals of Developing APPR ratings and preliminary as to appeals of Ineffective APPR ratings.

Any Principal who receives an Ineffective rating on their annual total composite APPR shall be entitled to appeal the Superintendent's decision, based upon a paper submission, to a process established by the local Orange Ulster BOCES which will involve the use of trained former administrators. This serves as a place holder while the BOCES process is worked out and negotiated.

E. Procedural objections to the appeal process or PIP plan shall be subject to the grievance procedure within the party's collective bargaining agreement.

F. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law.

G. A school district or BOCES may only terminate a probationary Teacher or principal without regard to APPR for statutorily and constitutionally permissible reasons other than performance of the teacher or principal, including but not limited to misconduct.

## 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.

### VIII. Training of Evaluators and Lead Evaluators

A. The District must ensure Evaluators have appropriate training before conducting evaluations as part of the Other Measures of Principal Effectiveness. All Evaluators should be appropriately trained on the new APPR requirements but only Lead Evaluators need to be certified. The District shall provide appropriate training and certify Lead Evaluators on an annual basis.

B. The Lead Evaluator is the person responsible for a Principal's evaluation.

C. For Building Principals, the Lead Evaluator must be the Building Principal's supervisor.

D. Training shall be linked to the selected rubric. The District shall coordinate with the selected rubric provider in regards to the training and certification of Evaluators and Lead Evaluators. Such training and recertification, shall, as required by the

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
-

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Tuesday, May 22, 2012

Updated Monday, November 26, 2012

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### Page 1

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

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

<assets/survey-uploads/5581/132140-3Uqgn5g9Iu/Final sign off page.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.



15 Point Scale	HIGHLY EFFECTIVE					EFFECTIVE					DEVELOPING					INEFFECTIVE				
<i>Local Assessment when value added is applied. Only Grades 4-8 is approved for 2012-13.</i>																				
Points	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0				
Percent of Students	100-92	91-84	83-82	81-80	79-78	77-75	74-73	72-70	69-67	66-63	62-58	57-54	53-50	49-40	39-30	29-0				



**Warwick/Danielson's Framework for Teaching (2011 Revised Edition)**  
**Conversion Flow Chart**

	Step 1	Step 2	Step 3	Step 4	Step 5
	Determine Relative Value of Each Domain	Determine Relative Value of Each SubDomain as part of the Domain	Evaluator Gives Every Teacher a Rating of 1-4 in Each Subdomain (4=HE, 3=E, 2=D, 1=I) HYPO	Weigh Subdomain Scores	Total Domain Score
<b>Domain 1: Planning and Preparation</b>	10%				
A. Knowledge of Content and Pedagogy		20%	3.5	0.7	
B. Knowledge of Students		15%	3	0.45	
C. Setting Instructional Outcomes		15%	4	0.6	
D. Knowledge of Resources		10%	3	0.3	
E. Designing Coherent Instruction		25%	3	0.75	
F. Designing Student Assessments		15%	2	0.3	
		100%			3.1
<b>Domain 2: Classroom Environment</b>	40%				
A. Respect and Rapport		25%	4	1	
B. Culture for Learning		25%	3	0.75	
C. Managing Classroom Procedures		25%	3	0.75	
D. Managing Student Behavior		20%	3	0.6	
E. Organizing Physical Spaces		5%	3	0.15	
		100%			3.25
<b>Domain 3: Instruction</b>	40%				
A. Communicating with Students		20%	3	0.6	
B. Questioning/Prompts and Discussion		20%	3	0.6	
C. Engaging Students in Learning		25%	3	0.75	
D. Using Assessment in Instruction		20%	2	0.4	
E. Using Flexibility and Responsiveness		15%	2	0.3	
		100%			2.65
<b>Domain 4: Teaching</b>	10%				
A. Reflecting on Teaching		15%	2	0.3	
B. Maintaining Accurate Records		20%	2	0.4	
C. Communicating with Families		20%	3	0.6	
D. Participating in a Professional Community		15%	2	0.3	
E. Growing and Developing Professionally		15%	2	0.3	
F. Showing Professionalism		15%	1	0.15	

**Achievement-Based Scoring Chart for Principal's APPR (20 Point)  
Elementary School Grades K-5**

	HEDI Points	Percent of Students Meeting Target
<b>Highly Effective</b>	20	100-96
	19	95-88
	18	87-85
<b>Effective</b>	17	84-82
	16	81-80
	15	79-78
	14	77-76
	13	75
	12	74
	11	73
	10	72
	9	71-70
<b>Developing</b>	8	69-68
	7	67-66
	6	65-62
	5	61-58
	4	57-54
	3	53-50
<b>Ineffective</b>	2	49-40
	1	39-30
	0	29-0

**Achievement-Based Scoring Chart for Principals APPR (15 Point)  
Elementary School Grades K-5**

	HEDI Points	Percent of Students Meeting Target
<b>Highly Effective</b>	15	100-92
	14	91-84
<b>Effective</b>	13	83-82
	12	81-80
	11	79-78
	10	77-75
	9	74-73
	8	72-70
<b>Developing</b>	7	69-67
	6	66-63
	5	62-58
	4	57-54
	3	53-50
<b>Ineffective</b>	2	49-40
	1	39-30
	0	29-0

**Achievement-Based Scoring Chart for Principal's APPR (20 Point)  
Middle School Grades 6-8**

	HEDI Points	Percent of Students Meeting Target
<b>Highly Effective</b>	20	100-96
	19	95-88
	18	87-85
<b>Effective</b>	17	84-82
	16	81-80
	15	79-78
	14	77-76
	13	75
	12	74
	11	73
	10	72
	9	71-70
<b>Developing</b>	8	69-68
	7	67-66
	6	65-62
	5	61-58
	4	57-54
	3	53-50
<b>Ineffective</b>	2	49-40
	1	39-30
	0	29-0

**Achievement-Based Scoring Chart for Principal's APPR (15 Point)  
Middle School Grades 6-8**

	HEDI Points	Percent of Students Meeting Target
<b>Highly Effective</b>	15	100-92
	14	91-84
<b>Effective</b>	13	83-82
	12	81-80
	11	79-78
	10	77-75
	9	74-73
	8	72-70
<b>Developing</b>	7	69-67
	6	66-63
	5	62-58
	4	57-54
	3	53-50
<b>Ineffective</b>	2	49-40
	1	39-30
	0	29-0

**Achievement-Based Scoring Chart for Principal's APPR (20 Point)  
High School Grades 9-12**

	HEDI Points	Percent of Students Meeting Target
<b>Highly Effective</b>	100-41	100-96
	40-36	95-88
	35-31	87-85
<b>Effective</b>	30-25	84-82
	24-22	81-80
	21-20	79-78
	19	77-76
	18	75
	17	74
	16	73
	15	72
	14	71-70
<b>Developing</b>	13	69-68
	12	67-66
	11	65-62
	10	61-58
	9	57-54
	8	53-50
<b>Ineffective</b>	7	49-40
	6	39-30
	0-5	29-0

**Achievement-Based Scoring Chart for Principal's APPR (15 Point)  
High School Grades 9-12**

	HEDI Points	Percent of Students Meeting Target
<b>Highly Effective</b>	15	100-31
	14	30-28
<b>Effective</b>	13	27-25
	12	24-22
	11	21-20
	10	19-18
	9	17-16
	8	15-14
<b>Developing</b>	7	13-12
	6	11-10
	5	9-8
	4	7-6
	3	5-4
<b>Ineffective</b>	2	3-2
	1	1
	0	0

**WARWICK VALLEY CENTRAL SCHOOL DISTRICT**  
**Principal Observation & APPR Process**

**Memorandum of Agreement**

This Memorandum of Agreement is hereby made and entered into this \_\_\_\_\_ day of \_\_\_\_\_, 2012, by and between the Warwick Valley Central School District and the Warwick Valley Central School District Administrators Association (“Association”) in order to meet the requirements that have been set forth in Education Law 3012-c and Subpart 30-2 of the Rules of the Board of Regents.

WHEREAS, the District and the Association are parties to a collective bargaining agreement (“Agreement”); and

WHEREAS, the Superintendent of Schools and the Association have conducted negotiations pursuant to Education Law 3012-c in regards to the required aspects of the evaluation procedures for building principals; and

WHEREAS, the parties agree that, in the event the pending or future litigation makes changes to the Education Law and/or regulations or other changes are made in the Education Law and/or regulations, the parties agree to bargain the impact of such changes to this document; and

WHEREAS, the parties during the course of negotiations have reached on agreement on building principal evaluations and acknowledge a shared and collaborative responsibility to improve instructional practices; and

NOW THEREFORE, in consideration of the mutual undertakings and covenants herein contained, the parties stipulate and agree that: (1) the provisions of this memorandum of agreement will be incorporated into the existing Agreement and that (2) the APPR plan and implementation for building principals shall be as follows:

October 15, 2012

WARWICK VALLEY CENTRAL SCHOOL DISTRICT  
Principal Observation & APPR Process

***I. Introduction***

The goal of this document is to present a complete APPR plan for the District which is consistent with Education Law §3012-c and Subpart 30-2 of the Commissioner’s Regulations. This plan is set forth by the Warwick Valley Central School District in order to comply with the mandates of the law and regulations.

This APPR procedure will result in Principals of the District receiving a single composite effectiveness score and a rating of Highly Effective, Effective, Developing, or Ineffective. The composite score is determined as follows:

- **20% based on student growth** on State assessment or other comparable measures of student growth, increased to 25% upon implementation of a value-added model.
- **20% based on locally-selected measures** of student achievement, decreased to 15% upon implementation of a value-added model. The locally selected option includes use of State assessments.
- **60% based on other measures** of principal effectiveness consistent with the selected SED-approved principal practice scoring rubric aligned with the Educational Leadership Policy Standards (ISSLC).

The following points are incorporated into the District’s APPR plan for the 2012-2013 school year:

1. SED has defined “Building Principal” as a certified administrator designated by the school’s controlling authority to have executive authority, management, and instructional leadership responsibility for all or a portion of a school or BOCES-operated program.
2. Beginning in the 2012-2013 school year, the evaluation system shall include all Building Principals.
3. The new APPR procedures only apply to classroom teachers and Building Principals. Other administrators such as assistant principals and subject area directors are not included in these new provisions.
4. Consistent with the Commissioner’s Regulations (§30-2.1(d)), nothing in this Plan shall affect or be construed to affect the rights of the Board of Education or restrict the discretion of the Superintendent to make a determination on the status of a Principal. Education Law §3012-c(1) states that the APPR shall be used as a “significant factor” for employment decisions including but not limited to promotion, retention, tenure

determination, termination, and supplemental compensation. The District shall use the APPR for this purpose.

5. Except as otherwise stated herein, this Plan shall be in effect for the 2012-2013 school year and modified for the 2013-2014 school year and beyond in accordance with the Education Law and Commissioner Regulations.
6. Principals will be evaluated on an annual basis based on multiple measures of principal effectiveness.

## ***II. Data Management and Sharing***

- A. This Plan includes the process for ensuring that SED receives 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 the State APPR requirements. SED will issue a timeline and format for data linkage and management. This process also provides an opportunity for every classroom teacher to verify the subject and/or student rosters assigned to them and for Principals to verify the teachers and students who they are responsible for in their building.
- B. “Teacher of record” data elements shall be collected and verified by the teachers and their Principals. SED will be providing ongoing guidance for the student-teacher link verification process. This Plan includes the obligation of the District to continue to monitor the latest guidance from SED’s Student Information Repository System (SIRS) at [www.p12.nysed.gov/sirs](http://www.p12.nysed.gov/sirs).
- C. The District will develop a process for teachers, Principals and the Superintendent to verify the data submitted to the State is complete and accurate. The State will provide roster verification reports to assist this process using a yet to-be-determined distribution process.
- D. The District will work with principals to assist in the management and collection of data, oversee needed changes in the local data management systems, and work with the school’s BOCES and Regional Information Center (RIC) to ensure coordination with SED.

## ***III. Measures of Student Growth – State Assessments (20 Points)***

- A. For the school year 2012-2013, twenty (20) points of a Principal’s composite effectiveness score shall be based on the results of their students’ growth on state assessments.
- B. For the 2012-2013 school year, the State will calculate a “student growth percentile” (SGP) for each student who takes the ELA and/or mathematics State assessment in grades 4-8. The SGP score is a measure of a student’s progress compared to other students with similar past academic performance on the assessment. The District shall rely on the SGP provided to it by SED.

- C. The growth score provider will adjust the students' SGP score before assigning the teacher and the respective Building Principal a score for this subcomponent so that the SGP result takes into account one or more of the following characteristics: student poverty, students with disabilities, and English language learners. This result will be the Principal student growth percentile score (PSGPS).
- D. Where necessary, results from different tested grades and/or subjects will be combined according to a formula to be determined by the Commissioner of Education. Students will be assigned to their teacher and Principal of record.
- E. SED will then assign a score of 0 - 20 for this subcomponent, which will contribute to the Principal's composite effectiveness score using the standards and scoring ranges for this subcomponent as prescribed in Commissioner's Regulations Subpart 30-2.
- F. In subsequent years, SED will be changing the SGP to a "value added score" when (if) the Board of Regents approves the use of a value added State assessment system. The current State assessment system is a student growth system, not a value added indicator. If this conversion takes place, Principals will receive from 0 - 25 points on their evaluations based on their principal value added (VA) score.

**IV. Measures of Student Achievement – Locally Selected Assessment (15/20 Points)**

*This section shall sunset and be of no further force or effect after all principals receive their composite APPR scores for the 2012-13 school year.*

- A. Twenty (20) points of the Principal's composite effectiveness score shall be based upon locally selected measures of student achievement.
- B. The District sets forth below the process it has negotiated to select its local measure and the actual local measure to be used:

**For Principals of buildings servicing students in grade 4, the measure of student achievement for purposes of the Local Measure will be based upon the percentage of students in the Principal's building achieving a Level 3 score or higher on the New York State Standardized Science 4 Test as set forth in the Achievement Based Scoring Charts on page 6.**

**For Principals of buildings servicing students in grade 8, the measure of student achievement for purposes of the Local Measure will be based upon the percentage of students in the Principal's building achieving a Level 3 score or higher on the New York State Standardized Science 8 Test as set forth in the Achievement Based Scoring Charts on page 6.**

**For the Principal of the building servicing students in grades 9-12, the measure of student achievement for purposes of the Local Measure will be based upon the**

**percentage of students in the Principal's building scoring 80% or higher on the Algebra Regents, as set forth in the Achievement Based Scoring Charts on pages 6, 7, and 8.**

**Achievement-Based Scoring Chart for Principal's APPR (20 Point)  
Elementary School Grades K-5**

	HEDI Points	Percent of Students Meeting Target
<b>Highly Effective</b>	20	100-96
	19	95-88
	18	87-85
<b>Effective</b>	17	84-82
	16	81-80
	15	79-78
	14	77-76
	13	75
	12	74
	11	73
	10	72
	9	71-70
<b>Developing</b>	8	69-68
	7	67-66
	6	65-62
	5	61-58
	4	57-54
	3	53-50
<b>Ineffective</b>	2	49-40
	1	39-30
	0	29-0

**Achievement-Based Scoring Chart for Principals APPR (15 Point)  
Elementary School Grades K-5**

	HEDI Points	Percent of Students Meeting Target
<b>Highly Effective</b>	15	100-92
	14	91-84
<b>Effective</b>	13	83-82
	12	81-80
	11	79-78
	10	77-75
	9	74-73
	8	72-70
<b>Developing</b>	7	69-67
	6	66-63
	5	62-58
	4	57-54
	3	53-50
<b>Ineffective</b>	2	49-40
	1	39-30
	0	29-0

**Achievement-Based Scoring Chart for Principal's APPR (20 Point)  
Middle School Grades 6-8**

	HEDI Points	Percent of Students Meeting Target
<b>Highly Effective</b>	20	100-96
	19	95-88
	18	87-85
<b>Effective</b>	17	84-82
	16	81-80
	15	79-78
	14	77-76
	13	75
	12	74
	11	73
	10	72
	9	71-70
<b>Developing</b>	8	69-68
	7	67-66
	6	65-62
	5	61-58
	4	57-54
	3	53-50
<b>Ineffective</b>	2	49-40
	1	39-30
	0	29-0

**Achievement-Based Scoring Chart for Principal's APPR (15 Point)  
Middle School Grades 6-8**

	HEDI Points	Percent of Students Meeting Target
<b>Highly Effective</b>	15	100-92
	14	91-84
<b>Effective</b>	13	83-82
	12	81-80
	11	79-78
	10	77-75
	9	74-73
	8	72-70
<b>Developing</b>	7	69-67
	6	66-63
	5	62-58
	4	57-54
	3	53-50
<b>Ineffective</b>	2	49-40
	1	39-30
	0	29-0

**Achievement-Based Scoring Chart for Principal's APPR (20 Point)  
High School Grades 9-12**

	HEDI Points	Percent of Students Meeting Target
<b>Highly Effective</b>	20	100-41
	19	40-36
	18	35-31
<b>Effective</b>	17	30-25
	16	24-22
	15	21-20
	14	19
	13	18
	12	17
	11	16
	10	15
	9	14
<b>Developing</b>	8	13
	7	12
	6	11
	5	10
	4	9
	3	8
<b>Ineffective</b>	2	7
	1	6
	0	0-5

**Achievement-Based Scoring Chart for Principal's APPR (15 Point)  
High School Grades 9-12**

	HEDI Points	Percent of Students Meeting Target
<b>Highly Effective</b>	15	100-31
	14	30-28
<b>Effective</b>	13	27-25
	12	24-22
	11	21-20
	10	19-18
	9	17-16
	8	15-14
<b>Developing</b>	7	13-12
	6	11-10
	5	9-8
	4	7-6
	3	5-4
<b>Ineffective</b>	2	3-2
	1	1
	0	0

**V. *The Other Measures of Principal Effectiveness (60 Points)***

*This section shall sunset and be of no further force or effect after all principals receive their composite APPR scores for the 2012-13 school year.*

- A. The 60 point component will be evaluated in accordance with the Evaluation Procedures set forth below and will be scored in accordance with the scoring chart as set forth in Appendix D.

**Warwick Valley Central School District will use the Multi-Dimensional Principal Performance Rubric from the Learner-Centered Initiatives (2011) from the approved SED list.**

**VI. *Evaluation Procedures***

- A. VISITS: The evaluator of record (hereinafter sometimes referred to as the “Evaluator”) shall be the Assistant Superintendent for Curriculum. The Evaluator as part of the following process shall ensure that any observed deficiency that the Evaluator may observe is documented, in writing, along with constructive and specific ways in which the Building Principal may achieve improvement in regards to that specific perceived deficiency.

Non-tenured Principals:

Three (3) formal school visits (one unannounced) will be made during each probationary year. The first school visit shall take place between October 1<sup>st</sup> and November 30<sup>th</sup>. The second school visit shall take place between January 1<sup>st</sup> and February 28<sup>th</sup>. The third school visit shall take place between March 1<sup>st</sup> and April 30<sup>th</sup>.

Tenured Principals:

Two (2) formal school visits (one unannounced) will be conducted each year. The first school visit shall take place between October 1<sup>st</sup> and November 30<sup>th</sup>. The second school visit shall take place between January 1<sup>st</sup> and April 1<sup>st</sup>.

Conduct of School Visits:

Formal monitoring or observation of the work performance of a Principal shall be conducted openly and with full knowledge of the Principal;

School visits will be conducted only by the evaluator of record for the Principal being observed;

All school visits shall be no longer than sixty minutes in duration.

With the exception of the unannounced observations all school visits must be scheduled five (5) school days in advance. At the time the Evaluator arrives for an unannounced visit, the Evaluator shall inform the Principal that such visit will constitute an unannounced

school visit for APPR evaluation purposes. The principal may request reasonable adjournments of any unannounced visits, which requests will not be unreasonably denied.

A pre-observation meeting shall be held at least three (3) school days prior to scheduled formal visit to discuss planned activities to be observed and the related practice rubric domains that will be the focus of the school visit.

Post-observation meeting shall be held no later than one week after the formal school visit. A written summary, including any suggested guidance, will be delivered to Principal within one week of the post-observation meeting on a form to be mutually agreed upon by the parties.

Principal shall have one (1) week to submit a response to the school visit including any supporting documentation.

There will be a written formative mid-year evaluation completed by the Evaluator on a form to be mutually agreed upon by the parties that will be provided to the Principal no later than January 15th. No composite points will be assigned to mid-year evaluation. The mid-year evaluation is meant to provide the Building Principal with constructive feedback as to his/her progress on selected goals and on each domain with the mutually selected principal practice rubric.

A single school visit by an observer in any one (1) year shall not be considered as the sole basis for the termination of service.

Evaluations of Principals shall not be forwarded to any other agency or prospective employer without the written consent of the Principal.

- B. **END OF THE YEAR EVALUTATION:** The Principal may submit, prior to June 15<sup>th</sup>, evidence of his/her performance in each of the domains. A non-exhaustive list of sample evidence and artifacts is annexed hereto as Appendix A. The Principal may also submit an end of year reflection evaluation a copy of which is annexed hereto as Appendix B. The Evaluator shall review and consider all evidence/artifacts submitted for each domain and such evidence/artifacts shall be reflected on the final evaluation form, with copies annexed to the evaluation form. In addition, for each domain, the final evaluation form shall include the Evaluator's overall comments as well as a specific, complete, and accurate explanation of evidence and/or facts supporting a rating of Ineffective for any domain. Upon review of the submitted school documents and school visit summaries and responses, the Evaluator shall complete his/her end of the year evaluation on the form provided in Appendix C with assigned point total and deliver it to the Building Principal no later than June 30<sup>th</sup>. The 60 point score will be assigned by the Evaluator based on factual evidence collected by the evaluator during the evaluation process and shared with the Building Principal.

**VII. Scoring and Rating of Evaluations**

- A. Each Building Principal shall be rated Highly Effective, Effective, Developing, or Ineffective (HEDI) based on a single composite effectiveness score that is calculated based on the scores received by the Principal in each of the subcomponents set forth herein.
- B. The Warwick Valley Central School District Principals shall employ these scoring ranges and rating categories as follows:

<b>Level</b>	<b>Student Growth on State Assessments or Other Comparable Measures</b>	<b>Locally Selected Measures Of Student Achievement</b>	<b>Other 60 Points</b>	<b>Overall Composite Score</b>
<b>Highly Effective</b>	18-20	18-20	59-60	91-100
<b>Effective</b>	9-17	9-17	57-58	75-90
<b>Developing</b>	3-8	3-8	40-56	65-74
<b>Ineffective</b>	0-2	0-2	0-39	0-64

**VIII. Training of Evaluators and Lead Evaluators**

- A. The District must ensure Evaluators have appropriate training before conducting evaluations as part of the Other Measures of Principal Effectiveness. All Evaluators should be appropriately trained on the new APPR requirements but only Lead Evaluators need to be certified. The District shall provide appropriate training and certify Lead Evaluators on an annual basis.
- B. The Lead Evaluator is the person responsible for a Principal’s evaluation.
- C. For Building Principals, the Lead Evaluator must be the Building Principal’s supervisor.
- D. Training shall be linked to the selected rubric. The District shall coordinate with the selected rubric provider in regards to the training and certification of Evaluators and Lead Evaluators. Such training and recertification, shall, as required by the Commissioner’s regulations, include a process for ensuring maintenance of certification, a process for ensuring inter-rater reliability and a process for recertifying Lead Evaluators on an annual basis.

**IX. Principal Improvement Plans (PIPs)**

- A. Upon a principal rating of “Developing” or “Ineffective” through the APPR, the District shall develop and commence implementation of a Principal Improvement Plan (PIP) for the individual Principal.
- B. The PIP shall be developed locally. Negotiations are required for the format for such Principal Improvements Plans. PIPs must be implemented no later than 10 days after the

date on which Principals are required to report prior to the opening of classes for the school year.

- C. In accordance with Commissioner's regulations, each individual PIP must include at least:
  - 1. Identification of needed areas of improvement;
  - 2. A timeline for achieving improvement;
  - 3. The manner in which improvement will be assessed; and
  - 4. Where appropriate, differentiated activities to support the individual's improvement in those areas.
- D. The PIP shall describe the professional learning activities the Principal is expected to complete and these shall be connected to the areas needing improvement.
- E. "Artifacts" that the Principal must produce should be described to serve as benchmarks of his or her improvement as evidence for the final stage of the improvement plan.
- F. The supervisor shall state in the PIP the additional support and assistance that the Principal will receive.
- G. In the final stages of the PIP, the Principal shall meet with his or her supervisor to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the Principal.

A PIP must be initiated whenever a Principal receives a rating of *developing or ineffective* in a year-end evaluation. Both the Principal and the Superintendent or his/her designee shall meet for an evaluation conference by no later than June 30<sup>th</sup> of the school year where the *developing or ineffective* evaluation is discussed. A PIP shall be designed by the Principal and the Superintendent or his/her designee in collaboration with the President of the Warwick Valley Central School District Administrators Association (the "Association") or his/her designee over the course of the summer, consistent with the requirements and conditions set forth herein.

The PIP must be in place no later than September 10 of the following school year. An initial conference shall be held at the beginning of the school year where the PIP is discussed, signed and dated at the beginning of its implementation.

The Principal when receiving a rating of "developing" must be offered the opportunity for a peer Mentor from the Association who shall be selected by mutual agreement. The peer Mentor shall be entitled to a stipend in the amount of \$1,500 per mentee. If the Principal received a rating of "ineffective" he/she must be offered, at the cost and expense of the District, the opportunity for an internal peer mentor or an independent outside mentor mutually agreed upon between the District and Association. The Principal may select a Mentor, with the approval of the Superintendent or his/her designee and the Association President. The Mentor and the Principal will collaborate biweekly during the first quarter. All dealings between the Mentor and the Principal will be confidential.

After the first quarter of Principal/Mentor collaboration, the Superintendent or his/her designee will assess the effectiveness of the intervention and the level of improvement, no later than November. Based on that

assessment, the PIP may be adjusted appropriately and meetings between the Superintendent or his/her designee, Mentor and Principal will continue on a monthly basis during the second quarter. The Principal must also during the school year be offered at least two professional development courses that are focused in specific areas of concern or the Principal may request up to two professional development courses that are focused in specific areas of concern. The Mentor must provide to the Superintendent or his/her designee, with a copy simultaneously sent to the Principal, a written mid-year progress report no later than January 1<sup>st</sup>. The Superintendent or his/her designee will provide the Principal with a mid-year evaluation, no later than January 15<sup>th</sup>, that will include, but will not be limited to, a second half meeting schedule with the Superintendent or his/her designee that must consist of at least four (4) meetings, as well as clear written direction and guidance in regards to areas of concern. Each meeting will result in written documentation from the Superintendent or his/her designee to the Principal, no later than two (2) days after the meeting, detailing what was discussed and the guidance and suggestions offered, if any. The Mentor must provide, in writing, an end of the year summary to the Superintendent or his/her designee, with a copy simultaneously sent to the Principal, no later than May 15<sup>th</sup>. The Superintendent or his/her designee must provide the Principal with his/her end of the year evaluation no later than June 15<sup>th</sup>. The culmination of the PIP will be communicated in writing to the Principal. If at the end of the year the PIP goals are met or the administrator is rated “effective” the PIP will terminate. Then both parties will sign the PIP at the end of the school year.

If the Principal is rated as *developing or ineffective* for any school year in which a PIP was in effect, a new plan will be developed by the Principal and the Superintendent or his/her designee in collaboration with the Association according to these guidelines for the subsequent school year.

## **X. *The Appeals Process***

To the extent a Principal wishes to challenge his or her performance review and/or improvement plan (TIP/PIP) under the new APPR system, the District has developed an appeals procedure that applies to Principals. This appeals procedure does not diminish the authority of the School Board to terminate probationary principals during their probationary term.

- A. Any Principal who receives an Ineffective or Developing rating on their annual total composite APPR shall be entitled to appeal their annual APPR rating, based upon a paper submission to the Superintendent of Schools or the Superintendent’s administrative designee, who shall be trained in accordance with the requirements of the statute and regulations and also possesses either an SDA or SDL Certification; provided, however, in no event shall the Evaluator or Lead Evaluator of the evaluation in question hear the appeal.
- B. The appeal must be brought in writing, specifying the area(s) of concern, but limited to those matters that may be appealed as prescribed in Section 3012-c of the Education Law. Further, a Principal who is placed on a Principal Improvement Plan (“PIP”) shall have a corresponding right to appeal concerns regarding the PIP in accordance with the requirements set forth in Section 3012-c of the Education Law.
- C. An appeal of an APPR evaluation or PIP must be commenced within fifteen (15) work days of the presentation of the final APPR document and composite score to the Principal (extended

by an additional period of up to ten (10) calendar days if he or she is going to be on a planned vacation during the fifteen (15) business days referenced above) or else the right to appeal shall be deemed waived in all regards; provided, however that in the case of a PIP appeal, there shall be a second fifteen (15) business day period for a PIP appeal following the end date of the PIP. In the event that the PIP has an ending date after June 1<sup>st</sup>, the time for appealing the PIP shall be extended until no later than the 10<sup>th</sup> day after classes begin during the September immediately following the last day of the PIP.

- D. The Superintendent or the Superintendent's administrative designee shall respond to the appeal with a written answer granting the appeal and directing further administrative action, or a written answer denying the appeal that must include explanation and rationale behind that decision. The Superintendent or the Superintendent's administrative designee shall review the evidence underlying the observations of the Principal along with all other evidence submitted by the Principal prior to rendering a decision. Such decision shall be made within fifteen (15) business days of receipt of the appeal and shall be considered final and binding as to appeals of Developing APPR ratings and preliminary as to appeals of Ineffective APPR ratings.

Any Principal who receives an Ineffective rating on their annual total composite APPR shall be entitled to appeal the Superintendent's decision, based upon a paper submission to the local Orange Ulster BOCES which will involve the use of independent trained former administrators. Such appeals process must provide that the review by such former administrator will be final and binding. The remaining procedural details shall be incorporated into this agreement once they are finalized by the local Orange Ulster BOCES."

- E. Procedural objections to the appeal process or PIP plan shall be subject to the grievance procedure within the party's collective bargaining agreement.
- F. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge any evaluation annual composite APPR evaluation in any proceeding brought pursuant to Education Law Section 3020-a or an alternative disciplinary arbitration to the extent allowed by law.

**NOTE: THIS IS BASED ON THE MULTI-DIMENSIONAL RUBRIC AND MUST BE ADAPTED IF ANOTHER RUBRIC IS SELECTED**

## APPENDIX A

### Mutually Agreed Upon Administrative Artifacts / Evidence that may be Submitted in Support of the Portfolio and/or End of the Year Evaluation

**Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

#### Examples of Evidence / Artifacts:

- Building goals
- School Improvement Plan
- Grade level goals
- Conference day programs
- Staff development plan
- Staff development calendar
- Staff development agendas and products
- Faculty meeting agendas
- Staff memos
- Parent letters
- Administrative council meeting agendas
- Department, grade level and/or team meeting agendas
- Scheduled collaboration and common planning time
- Mission/vision statement posters
- Instructional data compiled for staff
- Board presentations
- Advisory committee meeting agendas
- End-of-year report
- School newsletter
- Parent and student communication
- School website
- Strategic plan
- Monthly reports
- School report card
- Parent meeting agendas
- Building wide discipline plan
- Interscholastic academic eligibility policy
- Character education programs
- Guidance plan
- Student recognition programs
- Building tours
- Student orientation assemblies and lessons
- New entrant orientation program

**Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

**Examples of Evidence / Artifacts:**

- Recruiting, hiring and retaining quality staff
- New teacher orientation and induction programs
- Staff development plan
- Staff development calendar
- Staff development agendas and products
- Teacher mentor programs
- Administrative orientation and induction programs
- New administrator mentor programs
- Staff recognition programs
- Teacher and administrator observations and evaluations
- Teacher observation schedule
- Tenure recommendations
- Recommendations for continued employment
- Supervision of teacher APPR plans
- Observations and evaluations of non-certified staff (clerical, security, food service, teaching assistants, cafeteria aides, hall monitors, individual aides, etc.)
- Child study team meetings
- Motivational assemblies, speakers and programs
- Planning and development of teacher in-service programs
- Staff development plan and calendar
- Professional development program agendas and products
- Demonstration plans and lessons
- Provide teachers with opportunities to observe best practices
- Walk-through observation schedules
- Administrative council meeting agendas
- Faculty meeting agendas
- School climate surveys
- Administrative journal
- Administrative calendar
- Attend local, state and/or national professional conferences
- Professional reading library for staff
- Supportive notes from staff or community
- Student recognition for academics and athletics
- Art & music awards programs and competitions

- Examples of Evidence / Artifacts: (continued)
- Honor societies
- Student faculty communication committee
- Guidance plan and program
- Identification and placement of ELL and Students with Disabilities
- Annual review of Students with Disabilities
- Child Study Teams,
- Student agenda book
- Registration procedures
- Character education programs
- Records management procedures
- College application process
- Class ranking
- Honor roll
- Commencement exercise
- Student activities (homecoming, prom, dinners, dances, field trips, etc.)
- Interscholastic athletic programs
- Intramural athletic programs
- Extended day programs
- GED programs
- School newspaper
- Yearbooks
- Literary magazine
- Student media center
- School television and radio
- Student mentor program

**Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

**Examples of Evidence / Artifacts:**

- Master schedule
- Duty rosters
- Class rosters
- Staff Memos
- Assessment preparation and planning
- Proctor schedules
- Administration, scoring and reporting of state assessments: Regents examinations,

mid-term examinations, ACT, SAT, IB, AP and NYSESLAT

- Analyses of data and application to instruction
- Transportation schedule and rosters
- Class size report
- Staffing projections
- Calendar planning
- Budget development (equipment, supplies, technology, textbooks, shared services, etc.)
- BEDS Report
- VADIR Report
- AIS programs
- Substitute coverage
- Cabinet meetings
- Administrative council meeting agendas
- General faculty and staff meeting agendas
- Department meeting agendas
- Grade Level meeting agendas
- Team meeting agendas
- Faculty meeting agendas
- Monthly reports
- End-of-year report
- Building expectations / rules communicated and posted
- School safety and emergency plan
- Crisis management team meetings
- Phone log and email
- Fire Inspection report & insurance audit
- Ad hoc meetings and agendas
- School security plan
- School safety committee
- School attendance policy
- Staff memos
- Plant management walk through
- Student orientation documents
- Regular meetings with maintenance staff
- Safety survey data
- Teacher handbook
- Substitute handbook
- Student agenda book
- New teacher orientation and induction program
- Teacher/administrator mentor program
- District Code of Conduct
- 3214 Due Process procedures
- Student disciplinary hearings

- Suspension reports
- Immunization report
- School health report
- Infection prevention policy, MRSR, etc.
- Parent communication, letters, email, telephone
- Parent portal communication
- School report card
- Open school nights
- Meet the teacher nights
- Parent teacher conference days
- Progress reports
- Report cards
- Bi-lingual communication
- Emergency telephone system
- Emergency website information

**Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

**Examples of Evidence / Artifacts:**

- Parent advisory committee agendas
- PTSA and/or PTA meeting agendas and programs
- Sports booster club meeting agendas and programs
- Band parent organization meeting agendas and programs
- Shared decision making team meetings and products
- Collaboration with higher education
- Career day programs
- Parent volunteer recognition program
- Teaming with the Cooperative Extension, YMCA, Key Club, Kiwanis, Rotary, Lions, etc.
- Boy Scout and Girl Scout programs and recognition
- Fire department
- Family night programs
- Class parent and support programs
- Social worker outreach programs
- School health services
- Mental health resource connections
- Drug abuse prevention programs
- School health fairs
- School newsletter articles

- School website information
- Hispanic History Month
- Black History Month
- Women’s History Month
- Veterans Month
- September 11 Heroes Day
- Presidents Day
- Thanksgiving and other culturally relevant civic celebrations
- Recognition and celebration of important cultural events of all stakeholders

**Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.**

**Examples of Evidence / Artifacts:**

- Adherence to school conduct and discipline policy
- Attendance policy
- Student handbook policy and procedures
- Teacher handbook policy and procedures
- Interscholastic academic eligibility policy
- Child abuse and maltreatment prevention
- Bullying prevention programs
- Suicide prevention programs
- Sexual harassment prevention and reporting programs
- Timely notification of sex offenders
- Student recognition programs
- Character education recognition
- Academic awards
- Athletic awards
- Programs promoting tolerance and acceptance of all
- Character education assemblies and ongoing motivational programs
- Recognition and celebration of diversity
- Balanced team and/or class construction
- Multi-lingual school to parent communication
- Recognition and celebration of important cultural events of all stakeholders
- Public recognition of diversity in newsletters and websites
- Adherence to board of education policies

**Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

**Examples of Evidence / Artifacts:**

- Guide staff disaggregating data
- Log community resources
- Work with local civic organizations
- District curriculum committee
- Staff development surveys
- Community and student surveys
- Demographic and academic data collection and review
- Superintendent's administrative council
- Ad hoc committee participation
- Implement new Commissioner's regulations and guidelines
- Attend district budget planning sessions

**NOTE: THIS IS BASED ON THE MULTI-DIMENSIONAL RUBRIC AND MUST BE ADAPTED IF ANOTHER RUBRIC IS SELECTED**

# APPENDIX B APPR BUILDING PRINCIPAL

## End of Year REFLECTION Evaluation

(25 TOTAL COMPOSITE POINTS TO BE SELF ASSIGNED TO RUBRIC DOMAINS)

<b>Performance Evaluation Scoring Rubric:</b>	
<b>HIGHLY EFFECTIVE (HI)</b>	Overall performance and results exceed standards
<b>EFFECTIVE (E)</b>	Overall performance and results meet standards
<b>DEVELOPING (D)</b>	Overall performance and results need improvement in order to meet standards
<b>INEFFECTIVE (I)</b>	Overall performance and results are well below standards

**DOMAIN 1 – SHARED VISION OF LEARNING: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.**

	HI	E	D	I
Collaboratively develop and implement a shared vision and mission for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create and implement plans to achieve goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote continuous and sustainable improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitor and evaluate progress and revise plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Self-Reflection / Comments:</b>				
<b>Evidence / Artifacts submitted in support:</b>				

- 1.
- 2.

**POINTS ASSIGNED TO DOMAIN 1:** \_\_\_\_\_

**POINTS AWARD BY PRINCIPAL:** \_\_\_\_\_

**DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	HI	E	D	I
Nurture and sustain a culture of collaboration, trust, learning and high expectations				
Create a comprehensive, rigorous, and coherent curricular program				
Create a personalized and motivating learning environment for students				
Supervise instruction				
Develop assessment and accountability systems to monitor student progress				
Develop the instructional and leadership capacity of staff				
Maximize time spent on quality instruction				
Promote the use of effective and appropriate technologies to support teaching and learning				
Monitor and evaluate the impact of the instructional program				

**Self-Reflection / Comments:**

**Evidence / Artifacts submitted in support:**

- 1.





**Two pieces of Evidence / Artifacts submitted in support:**

- 1.
- 2.

**POINTS ASSIGNED TO DOMAIN 4: \_\_\_\_\_**

**POINTS AWARD BY PRINCIPAL: \_\_\_\_\_**

**DOMAIN 5 – INTERGRITY, FAIRNESS, ETHICS): An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.**

	HI	E	D	I
Ensure a system of accountability for every student’s academic and social success				
Consider and evaluate the potential moral and legal consequences for decision making				
Model principles of self-awareness, reflective practice, transparency, and ethical behavior				
Safeguard the values of democracy, equity , and diversity				
Promote social justice and insure that individual student needs inform all aspects of schooling				
<b>Self Reflection / Comments:</b>				

**Two pieces of Evidence / Artifacts submitted in support:**

- 1.
- 2.

**POINTS ASSIGNED TO DOMAIN 5: \_\_\_\_\_**

**POINTS AWARD BY PRINCIPAL: \_\_\_\_\_**

**DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT: An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.**

	HI	E	D	I
Advocate for children, families, and caregivers				
Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies				
Act to influence local, district, state, and national decisions affecting student learning				
<b>Self Reflection / Comments:</b>				

**Two pieces of Evidence / Artifacts submitted in support:**

- 1.
- 2.

**POINTS ASSIGNED TO DOMAIN 6: \_\_\_\_\_**

**POINTS AWARD BY PRINCIPAL: \_\_\_\_\_**

\_\_\_\_\_  
Principal Signature / Date

\_\_\_\_\_  
Total Composite Points Awarded

**NOTE: THIS IS BASED ON THE MULTI-DIMENSIONAL RUBRIC AND MUST BE ADAPTED IF ANOTHER RUBRIC IS SELECTED**

**APPENDIX C  
APPR BUILDING PRINCIPAL**

**End of Year Final Evaluation**

(25 TOTAL COMPOSITE POINTS)

<b><u>Performance Evaluation Scoring Rubric:</u></b>	
<b>HIGHLY EFFECTIVE (HI)</b>	Overall performance and results exceed standards
<b>EFFECTIVE (E)</b>	Overall performance and results meet standards
<b>DEVELOPING (D)</b>	Overall performance and results need improvement in order to meet standards
<b>INEFFECTIVE (I)</b>	Overall performance and results are well below standards

**DOMAIN 1 – SHARED VISION OF LEARNING: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.**

	HI	E	D	I
Collaboratively develop and implement a shared vision and mission for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create and implement plans to achieve goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote continuous and sustainable improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitor and evaluate progress and revise plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supervisor’s Overall Evaluation/ Comments:</b>				

Specific facts/evidence relied upon for “ineffective” or “developing” rating (if applicable):

POINTS ASSIGNED TO DOMAIN 1: \_\_\_\_\_ DOMAIN 1 SCORE: \_\_\_\_\_

**DOMAIN 2 – SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM:** An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	HI	E	D	I
Nurture and sustain a culture of collaboration, trust, learning and high expectations				
Create a comprehensive, rigorous, and coherent curricular program				
Create a personalized and motivating learning environment for students				
Supervise instruction				
Develop assessment and accountability systems to monitor student progress				
Develop the instructional and leadership capacity of staff				
Maximize time spent on quality instruction				
Promote the use of effective and appropriate technologies to support teaching and learning				
Monitor and evaluate the impact of the instructional program				
<b>Supervisor’s Overall Evaluation/ Comments:</b>				

Specific facts/evidence relied upon for “ineffective” or “developing” rating (if applicable):

POINTS ASSIGNED TO DOMAIN 2: \_\_\_\_\_

DOMAIN 2 SCORE: \_\_\_\_\_

**DOMAIN 3 – Safe, Efficient, Effective Learning Environment : An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.**

	HI	E	D	I
Monitor and evaluate the management and operational systems				
Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources				
Promote and protect the welfare and safety of students and staff				
Develop the capacity for distributed leadership				
Ensure teacher and organizational time is focused to support quality instruction and student learning				
<b>Supervisor’s Overall Evaluation/ Comments:</b>				

Specific facts/evidence relied upon for “ineffective” or “developing” rating (if applicable):

POINTS ASSIGNED TO DOMAIN 3: \_\_\_\_\_ DOMAIN 3 SCORE: \_\_\_\_\_

**DOMAIN 4 – COMMUNITY** (*Determine Points*): An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	HI	E	D	I
Collect and analyze data and information pertinent to the educational environment				
Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources				
Build and sustain positive relationships with families, caregivers, and community partners				
<b>Supervisor’s Overall Evaluation/ Comments:</b>				

Specific facts/evidence relied upon for “ineffective” or “developing” rating (if applicable):

POINTS ASSIGNED TO DOMAIN 4: \_\_\_\_\_

DOMAIN 4 SCORE: \_\_\_\_\_

**DOMAIN 5 – INTERGRITY, FAIRNESS, ETHICS): An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.**

	HI	E	D	I
Ensure a system of accountability for every student’s academic and social success				
Consider and evaluate the potential moral and legal consequences for decision making				
Model principles of self-awareness, reflective practice, transparency, and ethical behavior				
Safeguard the values of democracy, equity , and diversity				
Promote social justice and insure that individual student needs inform all aspects of schooling				

**Supervisor's Overall Evaluation/ Comments:**

**Specific facts/evidence relied upon for "ineffective" or "developing" rating (if applicable):**

**POINTS ASSIGNED TO DOMAIN 5: \_\_\_\_\_ DOMAIN 5 SCORE: \_\_\_\_\_**

**DOMAIN 6 – POLITICAL, SOCIAL, ECONOMIC, LEGAL AND CULTURAL CONTEXT: An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal and cultural context.**

	HI	E	D	I
Advocate for children, families, and caregivers				
Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies				
Act to influence local, district, state, and national decisions affecting student learning				

**Supervisor's Overall Evaluation/ Comments:**



# APPENDIX D

## Multi-Dimensional Principal Rubric Conversion to 60 Point Scale

Multi-Dimensional Calculation Chart Example

	Col 1	Col 2	Col 3	Col 4	Col 5	Col 6
	Relative Value Of Each Domain		Evaluator Gives Every Principal Rating of 1-4 in each Sub-domain (4=H, 3=E, 2=D, 1=I)	Multiplied by weighting factor	Total Domain Score	Weighted Total Domain Score and Compute Total
<b>Domain 1: Shared Vision of Learning</b>	10%					
A. Culture				.05		
B. Sustainability				.05		
<b>Domain 2: School Culture and Instructional Program</b>	30%					
A. Culture				0.06		
B. Instructional Program				0.06		
C. Capacity Building				0.06		
D. Sustainability				0.06		
E. Strategic Planning Process				0.06		
<b>Domain 3: Safe, Efficient, Effective Learning Environment</b>	30%					
A. Capacity Building				.075		
B. Culture				.075		
C. Sustainability				.075		
D. Instructional Program				.075		
<b>Domain 4: Community</b>	10%					
A. Strategic Planning				.033333		
B. Culture				.033333		
C. Sustainability				.033333		
<b>Domain 5: Integrity, Fairness, Ethics</b>	10%					
A. Sustainability				.05		
B. Culture				.05		
<b>Domain 6: Political, Social, Legal, Economic and Cultural Context</b>	10%					
A. Sustainability				.05		
B. Culture				.05		
Other*	0.0%					
<b>Total</b>	100.0%				<b>Evaluation Score</b>	

## APPENDIX D (Cont'd)

### Multi-Dimensional Principal Rubric Conversion to 60 Point Scale

Average Rubric Score	Conversion Score
1.000 – 1.006	0
1.007 – 1.018	1
1.019 – 1.030	2
1.031 – 1.042	3
1.043 – 1.055	4
1.056 – 1.067	5
1.068 – 1.079	6
1.080 – 1.091	7
1.092 – 1.104	8
1.105 – 1.116	9
1.117 – 1.128	10
1.129 – 1.140	11
1.141 – 1.153	12
1.154 – 1.165	13
1.166 – 1.177	14
1.178 – 1.189	15
1.190 – 1.202	16
1.203 – 1.214	17
1.215 – 1.226	18
1.227 – 1.238	19
1.239 – 1.251	20
1.252 – 1.263	21
1.264 – 1.275	22
1.276 – 1.287	23
1.288 – 1.300	24
1.301 – 1.312	25
1.313 – 1.324	26
1.325 – 1.336	27
1.337 – 1.348	28
1.349 – 1.361	29
1.362 – 1.373	30
1.374 – 1.385	31
1.386 – 1.397	32
1.398 – 1.410	33
1.411 – 1.422	34
1.423 – 1.434	35
1.435 – 1.446	36
1.447 – 1.459	37
1.460 – 1.471	38
1.472 – 1.483	39
1.484 – 1.495	40

## **APPENDIX D (Cont'd)**

### **Multi-Dimensional Principal Rubric Conversion to 60 Point Scale**

<b>Average Rubric Score</b>	<b>Conversion Score</b>
<b>1.496 – 1.508</b>	<b>41</b>
<b>1.509 – 1.520</b>	<b>42</b>
<b>1.521 – 1.532</b>	<b>43</b>
<b>1.533 – 1.544</b>	<b>44</b>
<b>1.545 – 1.577</b>	<b>45</b>
<b>1.588 – 1.569</b>	<b>46</b>
<b>1.570 – 1.581</b>	<b>47</b>
<b>1.582 – 1.593</b>	<b>48</b>
<b>1.594 – 1.649</b>	<b>49</b>
<b>1.650 – 1.799</b>	<b>50</b>
<b>1.800 – 1.999</b>	<b>51</b>
<b>2.000 – 2.099</b>	<b>52</b>
<b>2.100 – 2.299</b>	<b>53</b>
<b>2.300 – 2.399</b>	<b>54</b>
<b>2.400 – 2.599</b>	<b>55</b>
<b>2.600 – 2.699</b>	<b>56</b>
<b>2.700 – 3.099</b>	<b>57</b>
<b>3.100 – 3.599</b>	<b>58</b>
<b>3.600 – 3.799</b>	<b>59</b>
<b>3.800 – 4.000</b>	<b>60</b>

**FOR THE DISTRICT**

\_\_\_\_\_  
Superintendent of Schools

Dated:

**FOR THE ASSOCIATION**

\_\_\_\_\_  
Dated:

**Warwick Valley Central School District**  
**TEACHER IMPROVEMENT PLAN (TIP)**  
{To be completed jointly by the teacher and his/her principal}

Teachers who are identified as "developing" or "ineffective" would receive no later than 10 days from the date they report to work in September a Teacher Improvement Plan (TIP) aimed at supporting that teacher's professional growth. The plan would have to be mutually agreed upon by the teacher and the principal. It would include identification of areas in need of improvement, a timeline for achieving improvement, how the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas.

Name \_\_\_\_\_ School \_\_\_\_\_

School year plan is based on \_\_\_\_\_ Date of related APPR \_\_\_\_\_

Date of TIP Conference \_\_\_\_\_

1. SPECIFIC AREA(S) NEEDING IMPROVEMENT

Domain 1: Planning and Preparation

Domain 3: Instruction

Domain 2: The Classroom Environment  
Responsibilities

Domain 4: Professional Practice

*Additional information:*

2. ACTION PLAN *(Detail steps to be taken)*

3. TIMELINE FOR COMPLETION

4. DIFFERENTIATED ACTIVITIES *[to support improvement in the areas identified as needing improvement including targeted PD]*

5. EVIDENCE *[How improvement will be assessed]*

Principal's Comments:

Evaluator's Comments:

Date outcome plan is to be evaluated by: \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Name (print) \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Achievement-Based Scoring Chart for Principal's APPR (20 Point)  
Elementary School Grades K-5**

	HEDI Points	Percent of Students Meeting Target
<b>Highly Effective</b>	20	100-96
	19	95-88
	18	87-85
<b>Effective</b>	17	84-82
	16	81-80
	15	79-78
	14	77-76
	13	75
	12	74
	11	73
	10	72
	9	71-70
<b>Developing</b>	8	69-68
	7	67-66
	6	65-62
	5	61-58
	4	57-54
	3	53-50
<b>Ineffective</b>	2	49-40
	1	39-30
	0	29-0

**Achievement-Based Scoring Chart for Principals APPR (15 Point)  
Elementary School Grades K-5**

	HEDI Points	Percent of Students Meeting Target
<b>Highly Effective</b>	15	100-92
	14	91-84
<b>Effective</b>	13	83-82
	12	81-80
	11	79-78
	10	77-75
	9	74-73
	8	72-70
<b>Developing</b>	7	69-67
	6	66-63
	5	62-58
	4	57-54
	3	53-50
<b>Ineffective</b>	2	49-40
	1	39-30
	0	29-0

**Achievement-Based Scoring Chart for Principal's APPR (20 Point)  
Middle School Grades 6-8**

	HEDI Points	Percent of Students Meeting Target
<b>Highly Effective</b>	20	100-96
	19	95-88
	18	87-85
<b>Effective</b>	17	84-82
	16	81-80
	15	79-78
	14	77-76
	13	75
	12	74
	11	73
	10	72
	9	71-70
<b>Developing</b>	8	69-68
	7	67-66
	6	65-62
	5	61-58
	4	57-54
	3	53-50
<b>Ineffective</b>	2	49-40
	1	39-30
	0	29-0

**Achievement-Based Scoring Chart for Principal's APPR (15 Point)  
Middle School Grades 6-8**

	HEDI Points	Percent of Students Meeting Target
<b>Highly Effective</b>	15	100-92
	14	91-84
<b>Effective</b>	13	83-82
	12	81-80
	11	79-78
	10	77-75
	9	74-73
	8	72-70
<b>Developing</b>	7	69-67
	6	66-63
	5	62-58
	4	57-54
	3	53-50
<b>Ineffective</b>	2	49-40
	1	39-30
	0	29-0

**Achievement-Based Scoring Chart for Principal's APPR (20 Point)  
High School Grades 9-12**

	HEDI Points	Percent of Students Meeting Target
<b>Highly Effective</b>	100-41	100-96
	40-36	95-88
	35-31	87-85
<b>Effective</b>	30-25	84-82
	24-22	81-80
	21-20	79-78
	19	77-76
	18	75
	17	74
	16	73
	15	72
	14	71-70
<b>Developing</b>	13	69-68
	12	67-66
	11	65-62
	10	61-58
	9	57-54
	8	53-50
<b>Ineffective</b>	7	49-40
	6	39-30
	0-5	29-0

**Achievement-Based Scoring Chart for Principal's APPR (15 Point)  
High School Grades 9-12**

	HEDI Points	Percent of Students Meeting Target
<b>Highly Effective</b>	15	100-31
	14	30-28
<b>Effective</b>	13	27-25
	12	24-22
	11	21-20
	10	19-18
	9	17-16
	8	15-14
<b>Developing</b>	7	13-12
	6	11-10
	5	9-8
	4	7-6
	3	5-4
<b>Ineffective</b>	2	3-2
	1	1
	0	0



WARWICK VALLEY CENTRAL SCHOOL DISTRICT

**PRINCIPAL IMPROVEMENT PLAN (PIP)**  
(To be completed jointly by the Principal and his/her Evaluator)

Upon rating a principal as **Developing** or **Ineffective** through an annual professional performance review, the District shall develop and commence implementation of a Principal Improvement Plan (PIP).

Name \_\_\_\_\_ School \_\_\_\_\_

School year plan is based on \_\_\_\_\_ Date of related APPR \_\_\_\_\_

Date of PIP Conference \_\_\_\_\_

**1. AREA(S) NEEDING IMPROVEMENT**

**2. ACTION PLAN** (*detail steps to be taken*)

**3. TIMELINE FOR COMPLETION**

**4. DIFFERENTIATED ACTIVITIES** (*to support improvement in the areas identified as needing improvement*)

**5. EVIDENCE** (*how improvement will be assessed*)

Principal's Comments:

Evaluator's Comments:

Date outcome plan is to be evaluated by: \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Name (print) \_\_\_\_\_ Title \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_ Date \_\_\_\_\_

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

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

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

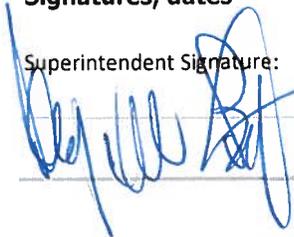
### **The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

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

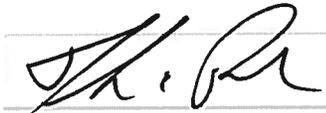
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

**Signatures, dates**

Superintendent Signature:      Date:

 11/26/12

Teachers Union President Signature:      Date:

 11/26/12

Administrative Union President Signature:      Date:

 11/26/12

Board of Education President Signature:      Date:

 11/26/12