



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

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Commissioner of Education  
President of the University of the State of New York  
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Albany, New York 12234

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December 12, 2012

James Knowles, Interim Superintendent  
Niagara-Wheatfield Central School District  
6700 Schultz Street  
Niagara Falls, NY 14304

Dear Superintendent Knowles:

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: Christopher Todd

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

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

# Annual Professional Performance Reviews: 2012-13

Created Friday, May 18, 2012

Updated Thursday, November 29, 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 : 400701060000

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

*400701060000*

#### 1.2) School District Name: NIAGARA-WHEATFIELD CSD

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

*NIAGARA-WHEATFIELD CSD*

#### 1.3) School Improvement Grant (SIG) Districts Only

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

*Not applicable*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Wednesday, October 10, 2012

Updated Monday, December 10, 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	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Reading Enterprise

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	All K-3 students will be given the STAR pretest at the beginning of the year to establish a baseline score.
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this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Individual student growth targets will be generated by STAR using the Instructional Planning Student Report. HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets based on the post assessment (for K-2: STAR; for Grade 3: NYS Assessment). The district has a goal that 80% of students will meet or exceed their growth targets. See attachment at 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Student performance results are outstanding and 81-100% of students met or exceeded their individual growth targets. 20=>90% 19=86-90% 18=81-85%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Student performance results are on par with district expectations and 61-80% of students met or exceeded their individual growth targets. 17=79-80% 16=77-78% 15=75-76% 14=73-74% 13=71-72% 12=69-70% 11=67-68% 10=64-66% 9=61-63%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Student performance results are below district expectations and 41-60% of students met or exceeded their individual growth targets. 8=58-60% 7=55-57% 6=52-54% 5=49-51% 4=45-48% 3=41-44%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Student performance results are far below district goals and 0-40% of students met or exceeded their individual targets. 2=28-40% 1=15-27% 0=0-14%

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	STAR Early Literacy Enterprise
1	State-approved 3rd party assessment	STAR Early Literacy Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise

Math	Assessment
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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.

All K-3 students will be given the STAR pretest at the beginning of the year to establish a baseline score. Individual student growth targets will be generated by STAR using the Instructional Planning Student Report. HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets based on the post assessment (for K-2: STAR; for Grade 3: NYS Assessment). The district has a goal that 80% of students will meet or exceed their growth targets. See attachment at 2.11.

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

Student performance results are outstanding and 81-100% of students met or exceeded their individual growth targets.  
20=>90%  
19=86-90%  
18=81-85%

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

Student performance results are on par with district expectations and 61-80% of students met or exceeded their individual growth targets.  
17=79-80%  
16=77-78%  
15=75-76%  
14=73-74%  
13=71-72%  
12=69-70%  
11=67-68%  
10=64-66%  
9=61-63%

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

Student performance results are below district expectations and 41-60% of students met or exceeded their individual growth targets.  
8=58-60%  
7=55-57%  
6=52-54%  
5=49-51%  
4=45-48%  
3=41-44%

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

Student performance results are far below district goals and 0-40% of students met or exceeded their individual targets.  
2=28-40%  
1=15-27%  
0=0-14%

## 2.4) Grades 6-8 Science

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

	Science	Assessment
6	Not applicable	Not Applicable
7	District, regional or BOCES-developed assessment	Niagara Wheatfield CSD-Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	6th Grade Science teachers are Common Branch teachers who will receive a State Growth Score based on their State ELA and Math Assessments. 7th and 8th Grade Science teachers will write SLOs. All students in 7th and 8th Grade Science will be given the Niagara Wheatfield CSD pretest at the beginning of the year to establish a baseline score. Using that baseline score, the teacher, in collaboration with the principal, will set individual growth targets for students. HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets on the summative assessment or the NYS Regents Assessments. The district has a goal that 80% of students will meet or exceed their growth targets. See attachment at 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Student performance results are outstanding and 81-100% of students met or exceeded their individual growth targets. 20=>90% 19=86-90% 18=81-85%
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3=41-44%

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

Student performance results are far below district goals and 0-40% of students met or exceeded their individual targets.

2=28-40%

1=15-27%

0=0-14%

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Not Applicable
7	District, regional or BOCES-developed assessment	Niagara Wheatfield CSD-Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Niagara Wheatfield CSD-Developed Grade 8 Social Studies Assessment

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

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

6th Grade Social Studies teachers are Common Branch teachers who will receive a State Growth Score based on their State ELA and Math Assessments. 7th and 8th Grade Social Studies teachers will write SLOs. All students in 7th and 8th Grade Social Studies will be given the Niagara Wheatfield CSD pretest at the beginning of the year to establish a baseline score. Using that baseline score, the teacher, in collaboration with the principal, will set individual growth targets for students. HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets on the summative assessment. The district has a goal that 80% of students will meet or exceed their growth targets. See attachment at 2.11.

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

Student performance results are outstanding and 81-100% of students met or exceeded their individual growth targets.

20=>90%

19=86-90%

18=81-85%

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

Student performance results are on par with district expectations and 61-80% of students met or exceeded their individual growth targets.

17=79-80%

16=77-78%

15=75-76%

14=73-74%

13=71-72%

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	10=64-66% 9=61-63%
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Student performance results are far below district goals and 0-40% of students met or exceeded their individual targets. 2=28-40% 1=15-27% 0=0-14%

## 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	Niagara Wheatfield CSD-Developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	All students will be given the Niagara Wheatfield CSD pretest at the beginning of the year to establish a baseline score. Using that baseline score, teacher, in collaboration with the principal, will set individual growth targets for students. HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets on the summative assessment. The district has a goal that 80% of students will meet or exceed their growth targets. See attachment at 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Student performance results are outstanding and 81-100% of students met or exceeded their individual growth targets. 20=>90%

	19=86-90% 18=81-85%
Effective (9 - 17 points) Results meet District goals for similar students.	Student performance results are on par with district expectations and 61-80% of students met or exceeded their individual growth targets. 17=79-80% 16=77-78% 15=75-76% 14=73-74% 13=71-72% 12=69-70% 11=67-68% 10=64-66% 9=61-63%
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Student performance results are far below district goals and 0-40% of students met or exceeded their individual targets. 2=28-40% 1=15-27% 0=0-14%

## 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.	All students will be given the Niagara Wheatfield CSD pretest at the beginning of the year to establish a baseline score. Using that baseline score, teacher, in collaboration with the principal, will set individual growth targets for
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students. HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets on the summative assessment. The district has a goal that 80% of students will meet or exceed their growth targets. See attachment at 2.11.

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

Student performance results are outstanding and 81-100% of students met or exceeded their individual growth targets.  
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Effective (9 - 17 points) Results meet District goals for similar students.

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

Student performance results are below district expectations and 41-60% of students met or exceeded their individual growth targets.  
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Student performance results are far below district goals and 0-40% of students met or exceeded their individual targets.  
 2=28-40%  
 1=15-27%  
 0=0-14%

## 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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>All students will be given the Niagara Wheatfield CSD pretest at the beginning of the year to establish a baseline score. Using that baseline score, teacher, in collaboration with the principal, will set individual growth targets for students. HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets on the summative assessment. The district has a goal that 80% of students will meet or exceed their growth targets. See attachment at 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Student performance results are outstanding and 81-100% of students met or exceeded their individual growth targets.                  20=&gt;90%                  19=86-90%                  18=81-85%</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Student performance results are on par with district expectations and 61-80% of students met or exceeded their individual growth targets.                  17=79-80%                  16=77-78%                  15=75-76%                  14=73-74%                  13=71-72%                  12=69-70%                  11=67-68%                  10=64-66%                  9=61-63%</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Student performance results are below district expectations and 41-60% of students met or exceeded their individual growth targets.                  8=58-60%                  7=55-57%                  6=52-54%                  5=49-51%                  4=45-48%                  3=41-44%</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Student performance results are far below district goals and 0-40% of students met or exceeded their individual targets.                  2=28-40%                  1=15-27%                  0=0-14%</p>

## 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	Niagara Wheatfield CSD-Developed Grade 9 ELA Summative Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Niagara Wheatfield CSD-Developed Grade 10 ELA Summative Assessment
Grade 11 ELA	Regents assessment	NYS English 11 Regents Exam

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.	All students will be given the Niagara Wheatfield CSD pretest at the beginning of the year to establish a baseline score. Using that baseline score, teacher, in collaboration with the principal, will set individual growth targets for students. HEDI points will be allocated to a teacher based on the percentage of students meeting or exceeding their individual growth targets on the summative assessment. The district has a goal that 80% of students will meet or exceed their growth targets. See attachment at 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Student performance results are outstanding and 81-100% of students met or exceeded their individual growth targets. 20=>90% 19=86-90% 18=81-85%
Effective (9 - 17 points) Results meet District goals for similar students.	Student performance results are on par with district expectations and 61-80% of students met or exceeded their individual growth targets. 17=79-80% 16=77-78% 15=75-76% 14=73-74% 13=71-72% 12=69-70% 11=67-68% 10=64-66% 9=61-63%
Developing (3 - 8 points) Results are below District goals for similar students.	Student performance results are below district expectations and 41-60% of students met or exceeded their individual growth targets. 8=58-60% 7=55-57% 6=52-54% 5=49-51% 4=45-48% 3=41-44%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Student performance results are far below district goals and 0-40% of students met or exceeded their individual targets. 2=28-40% 1=15-27% 0=0-14%

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Elementary Art, Music, Physical Education	District, Regional or BOCES-developed	Niagara Wheatfield CSD Developed Assessment by grade level for each of the special subject areas
Family Consumer Sciences Grades 6, 7	School/BOCES-wide/group/team results based on State	NYS 6-8 ELA Assessments
Art 6, 7, 8	School/BOCES-wide/group/team results based on State	NYS 6-8 ELA Assessments
LOTE French 7, 8, Spanish 7,8, Tuscarora 7, 8	School/BOCES-wide/group/team results based on State	NYS 6-8 ELA Assessments
Research Skills Grade 6	School/BOCES-wide/group/team results based on State	NYS 6-8 ELA Assessments
General Music, Band, Chorus 6, 7,8	School/BOCES-wide/group/team results based on State	NYS 6-8 ELA Assessments
Literacy Lab 6, 7, 8	School/BOCES-wide/group/team results based on State	NYS 6-8 ELA Assessments
Math Lab 6, 7, 8 Combined	School/BOCES-wide/group/team results based on State	NYS 6-8 Math Assessments
Physical Education 6, 7, 8	School/BOCES-wide/group/team results based on State	NYS 6-8 ELA Assessments
Health 6	School/BOCES-wide/group/team results based on State	NYS 6-8 ELA Assessments
Technology 8	School/BOCES-wide/group/team results based on State	NYS 6-8 ELA Assessments
Special Education Consultant K-2	State-approved 3rd party assessment	STAR Early Literacy Enterprise (K-1), STAR Reading Enterprise (Grade 2), STAR Math Enterprise (Grade 2))
Special Education Consultant 3	State Assessment	NYS 3 ELA and Math Assessments
Literacy Intervention K-5	State-approved 3rd party assessment	STAR Early Literacy Enterprise (K-1), STAR Reading Enterprise (Grades 2-5)
Tuscarora Language and Culture K-6	District, Regional or BOCES-developed	Niagara Wheatfield CSD-Developed Grade Specific Tusc Language/Culture Assessment
English as a Second Language K-5	State Assessment	NYSESLAT
Self Contained 12:1:1 Grade 6	School/BOCES-wide/group/team results based on State	NYS Grade 6 ELA and Math Assessments
Self Contained 12:1:1 Grades 7, 8 Combined	School/BOCES-wide/group/team results based on State	NYS Grades 7-8 ELA and Math Assessments
All other 9-12 courses not listed above	District, Regional or BOCES-developed	Niagara Wheatfield CSD Developed Grade and Subject Specific Assessments

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.

For K-5, PreK-6: Students will be given the STAR pretest or the Niagara Wheatfield CSD Developed Grade and Subject Specific Pre-Assessment at the beginning of the year to establish a baseline score. For teachers using STAR as their SLO assessment, individual student growth targets will be generated by STAR using the Instructional Planning Student Report. For teachers using NWCS D Developed Grade and Subject Specific Pre-Assessments, the teacher, in collaboration with the principal, will set individual growth targets for students. Teachers will be awarded HEDI points based on the percentage of students in their class that meet or exceed their individual targets on either their Niagara Wheatfield CSD Developed Grade and Subject Specific Post-Assessments or their STAR Early Literacy, Reading, and/or Math Enterprise end-of-the-year assessment or the NYS 3 ELA and/or Math Assessment. The district has a goal that 80% of students will meet or exceed their growth targets.

For 6-8: Teachers' SLOs will be based on individual student growth from from one year to another (2012-2013) on State Assessments (NYS ELA and Math). Teachers will be awarded HEDI points based upon the percentage of growth on the average proficiency scores from the 2012 NYS 5-7 ELA and/or Math Assessments results (i.e., pre assessments scores) to the 2013 NYS 6-8 ELA and/or Math Assessments results (i.e., post assessment scores).

For 9-12: Students will be given the Niagara Wheatfield CSD Developed Grade and Subject Specific Pre-Assessment at the beginning of the year to establish a baseline score. The teacher, in collaboration with the principal, will set individual growth targets for students. Teachers will be awarded HEDI points based on the percentage of students in their class that meet or exceed their individual targets on their Niagara Wheatfield CSD Developed Grade and Subject Specific Post-Assessments or the NYS Regents Assessments. The district has a goal that 80% of students will meet or exceed their growth targets.

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

Please see uploaded chart in Task 2.11 for HEDI point allocation with associated percentages.

For K-5, PreK-6, 9-12:  
Student performance results are outstanding and 81-100% of students met or exceeded their individual growth targets.  
20=>90%  
19=86-90%  
18=81-85%

For 6-8:  
20=2.3% or more  
19=2.2%  
18=2.1%

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

Please see uploaded chart in Task 2.11 for HEDI point allocation with associated percentages.

For K-5, PreK-6, 9-12:

Student performance results are on par with district expectations and 61-80% of students met or exceeded their individual growth targets.

17=79-80%

16=77-78%

15=75-76%

14=73-74%

13=71-72%

12=69-70%

11=67-68%

10=64-66%

9=61-63%

For 6-8:

17=2.0%

16=1.9%

15=1.8%

14=1.7%

13=1.6%

12=1.5%

11=1.4%

10=1.3%

9=1.1-1.2%

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

Please see uploaded chart in Task 2.11 for HEDI point allocation with associated percentages.

For K-5, PreK-6, 9-12:

Student performance results are below district expectations and 41-60% of students met or exceeded their individual growth targets.

8=58-60%

7=55-57%

6=52-54%

5=49-51%

4=45-48%

3=41-44%

For 6-8:

8=0.9-1.0%

7=0.7-0.8%

6=0.6%

5=0.5%

4=0.4%

3=0.3%

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

Please see uploaded chart in Task 2.11 for HEDI point allocation with associated percentages.

For K-5, PreK-6, 9-12:

Student performance results are far below district goals and 0-40% of students met or exceeded their individual targets.

2=28-40%

1=15-27%

0=0-14%

For 6-8:  
2=0.2%  
1=0.1%  
0=0%

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/5364/193002-TXEttx9bQW/2.11 HEDI Scoring Bands for Growth SLO\_2.docx*

## 2.12) Locally Developed Controls

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

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

*None*

## 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 Thursday, October 11, 2012

Updated Monday, December 10, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

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

6	6(ii) School wide measure computed locally	PreK-6: NYS 3-6 ELA and Math Assessments, NYS 4 Science Assessment; 6-8: NYS 6-8 ELA and Math Assessments, NYS 8 Science Assessment, NYS Regents Earth Science (taken by 8th graders), NYS Regents Algebra (taken by 8th graders)
7	6(ii) School wide measure computed locally	NYS 6-8 ELA and Math Assessments, NYS 8 Science Assessment, NYS Regents Earth Science (taken by 8th graders), NYS Regents Algebra (taken by 8th graders)
8	6(ii) School wide measure computed locally	NYS 6-8 ELA and Math Assessments, NYS 8 Science Assessment, NYS Regents Earth Science (taken by 8th graders), NYS Regents Algebra (taken by 8th graders)

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.

Niagara Wheatfield CSD will compute a Performance Index (PI) using the following formulas based upon the NYSED definition of a PI.

Teachers in K-5 Buildings:

ELA Math 3-5, Science 4 PIs:  $(\text{Number of students scoring at Level 2} + \text{Number of students scoring at Level 3} + \text{Number of students scoring at Level 4}) + (\text{Number of students scoring at Level 3} + \text{Number of students scoring at Level 4}) / \text{Total of number of students taking assessments}$ . Multiply this quotient by 100.

Teachers in PreK-6 Building:

ELA Math 3-6, Science 4 PIs:  $(\text{Number of students scoring at Level 2} + \text{Number of students scoring at Level 3} + \text{Number of students scoring at Level 4}) + (\text{Number of students scoring at Level 3} + \text{Number of students scoring at Level 4}) / \text{Total of number of students taking assessments}$ . Multiply this quotient by 100.

Teachers in 6-8 Building:

ELA Math 6-8, Science 8, Earth Science (Grade 8), Algebra (Grade 8) PIs:  $(\text{Number of students scoring at Level 2} + \text{Number of students scoring at Level 3} + \text{Number of students scoring at Level 4}) + (\text{Number of students scoring at Level 3} + \text{Number of students scoring at Level 4}) / \text{Total of number of students taking assessments}$ . Multiply this quotient by 100.

The Final NWCSD Performance Index will be calculated by taking the individual Index Score for each State assessment listed above and averaging them. Targets will be established in accordance with guidance from the Commissioner and State Education Department. The NWCSD Performance Index will be applied to the HEDI Scale below to determine the teacher's score from 0-15. See the attached HEDI scale at Task 3.3.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15=190-200 14=180-189
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13=168-179 12=155-167 11=142-154 10=129-141 9=114-128 8=100-113
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7=90-99 6=80-89 5=70-79 4=60-69 3=50-59
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2=31-49 1=21-30 0=0-20

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	K-5: NYS 3-5 ELA and Math Assessments, NYS 4 Science Assessment; PreK-6: NYS 3-6 ELA and Math Assessments, NYS 4 Science Assessment
5	6(ii) School wide measure computed locally	K-5: NYS 3-5 ELA and Math Assessments, NYS 4 Science Assessment; PreK-6: NYS 3-6 ELA and Math Assessments, NYS 4 Science Assessment
6	6(ii) School wide measure computed locally	PreK-6: NYS 3-6 ELA and Math Assessments, NYS 4 Science Assessment; 6-8: NYS 6-8 ELA and Math Assessments, NYS 8 Science Assessment, NYS Regents Earth Science (taken by 8th graders), NYS Regents Algebra (taken by 8th graders)
7	6(ii) School wide measure computed locally	NYS 6-8 ELA and Math Assessments, NYS 8 Science Assessment, NYS Regents Earth Science (taken by 8th graders), NYS Regents Algebra (taken by 8th graders)
8	6(ii) School wide measure computed locally	NYS 6-8 ELA and Math Assessments, NYS 8 Science Assessment, NYS Regents Earth Science (taken by 8th graders), NYS Regents Algebra (taken by 8th graders)

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	Niagara Wheatfield CSD will compute a Performance Index (PI) using the following formulas based upon the
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this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

NYSED definition of a PI.

Teachers in K-5 Buildings:

ELA Math 3-5, Science 4 PIs: (Number of students scoring at Level 2 + Number of students scoring at Level 3 + Number of students scoring at Level 4) + (Number of students scoring at Level 3 + Number of students scoring at Level 4) / Total of number of students taking assessments. Multiply this quotient by 100.

Teachers in PreK-6 Building:

ELA Math 3-6, Science 4 PIs: (Number of students scoring at Level 2 + Number of students scoring at Level 3 + Number of students scoring at Level 4) + (Number of students scoring at Level 3 + Number of students scoring at Level 4) / Total of number of students taking assessments. Multiply this quotient by 100.

Teachers in 6-8 Building:

ELA Math 6-8, Science 8, Earth Science (Grade 8), Algebra (Grade 8) PIs: (Number of students scoring at Level 2 + Number of students scoring at Level 3 + Number of students scoring at Level 4) + (Number of students scoring at Level 3 + Number of students scoring at Level 4) / Total of number of students taking assessments. Multiply this quotient by 100.

The Final NWCS D Performance Index will be calculated by taking the individual Index Score for each State assessment listed above and averaging them. Targets will be established in accordance with guidance from the Commissioner and State Education Department. The NWCS D Performance Index will be applied to the HEDI Scale below to determine the teacher's score from 0-15. See the attached HEDI scale at Task 3.3.

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

15=190-200  
14=180-189

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

13=168-179  
12=155-167  
11=142-154  
10=129-141  
9=114-128  
8=100-113

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

7=90-99  
6=80-89  
5=70-79  
4=60-69  
3=50-59

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

2=31-49  
1=21-30  
0=0-20

### 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.

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

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

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

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

Measures based on:

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

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

### 3.4) Grades K-3 ELA

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

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Niagara Wheatfield CSD will compute a Performance Index (PI) using the following formulas based upon the NYSED definition of a PI.</p> <p>Teachers in K-5 Buildings:            ELA Math 3-5, Science 4 PIs: (Number of students scoring at Level 2 + Number of students scoring at Level 3 + Number of students scoring at Level 4) + (Number of students scoring at Level 3 + Number of students scoring at Level 4) / Total of number of students taking assessments. Multiply this quotient by 100.</p> <p>Teachers in PreK-6 Building:            ELA Math 3-6, Science 4 PIs: (Number of students scoring at Level 2 + Number of students scoring at Level 3 + Number of students scoring at Level 4) + (Number of students scoring at Level 3 + Number of students scoring at Level 4) / Total of number of students taking assessments. Multiply this quotient by 100.</p>
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The Final NWCS D Performance Index will be calculated by taking the individual Index Score for each State assessment listed above and averaging them. Targets will be established in accordance with guidance from the Commissioner and State Education Department. The NWCS D Performance Index will be applied to the HEDI Scale below to determine the teacher's score from 0-20. See the attached HEDI scale at Task 3.13.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20=200 19=190-199 18=180-189
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17=170-179 16=160-169 15=150-159 14=140-149 13=130-139 12=120-129 11=110-119 10=100-109 9=90-99
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8=80-89 7=70-79 6=60-69 5=50-59 4=40-49 3=30-39
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2=20-29 1=10-19 0=0-9

### 3.5) Grades K-3 Math

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

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

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Niagara Wheatfield CSD will compute a Performance Index (PI) using the following formulas based upon the NYSED definition of a PI.</p>
	<p>Teachers in K-5 Buildings:          ELA Math 3-5, Science 4 PIs: (Number of students scoring at Level 2 + Number of students scoring at Level 3 + Number of students scoring at Level 4) + (Number of students scoring at Level 3 + Number of students scoring at Level 4) / Total of number of students taking assessments. Multiply this quotient by 100.</p>
	<p>Teachers in PreK-6 Building:          ELA Math 3-6, Science 4 PIs: (Number of students scoring at Level 2 + Number of students scoring at Level 3 + Number of students scoring at Level 4) + (Number of students scoring at Level 3 + Number of students scoring at Level 4) / Total of number of students taking assessments. Multiply this quotient by 100.</p>
	<p>The Final NWCS D Performance Index will be calculated by taking the individual Index Score for each State assessment listed above and averaging them. Targets will be established in accordance with guidance from the Commissioner and State Education Department. The NWCS D Performance Index will be applied to the HEDI Scale below to determine the teacher's score from 0-20. See the attached HEDI scale at Task 3.13.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>20=200          19=190-199          18=180-189</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17=170-179          16=160-169          15=150-159          14=140-149          13=130-139          12=120-129          11=110-119          10=100-109          9=90-99</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>8=80-89          7=70-79          6=60-69          5=50-59          4=40-49          3=30-39</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2=20-29          1=10-19          0=0-9</p>

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	PreK-6: NYS 3-6 ELA and Math Assessments, NYS 4 Science Assessment; 6-8: NYS 6-8 ELA and Math Assessments, NYS 8 Science Assessment, NYS Regents Earth Science (taken by 8th graders), NYS Regents Algebra (taken by 8th graders)
7	6(ii) School wide measure computed locally	NYS 6-8 ELA and Math Assessments, NYS 8 Science Assessment, NYS Regents Earth Science (taken by 8th graders), NYS Regents Algebra (taken by 8th graders)
8	6(ii) School wide measure computed locally	NYS 6-8 ELA and Math Assessments, NYS 8 Science Assessment, NYS Regents Earth Science (taken by 8th graders), NYS Regents Algebra (taken by 8th graders)

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Niagara Wheatfield CSD will compute a Performance Index (PI) using the following formulas based upon the NYSED definition of a PI.</p> <p>Teachers in PreK-6 Building:            ELA Math 3-6, Science 4 PIs: (Number of students scoring at Level 2 + Number of students scoring at Level 3 + Number of students scoring at Level 4) + (Number of students scoring at Level 3 + Number of students scoring at Level 4) / Total of number of students taking assessments. Multiply this quotient by 100.</p> <p>Teachers in 6-8 Building:            ELA Math 6-8, Science 8, Earth Science (Grade 8), Algebra (Grade 8) PIs: (Number of students scoring at Level 2 + Number of students scoring at Level 3 + Number of students scoring at Level 4) + (Number of students scoring at Level 3 + Number of students scoring at Level 4) / Total of number of students taking assessments. Multiply this quotient by 100.</p> <p>The Final NWCS D Performance Index will be calculated by taking the individual Index Score for each State assessment listed above and averaging them. Targets will be established in accordance with guidance from the Commissioner and State Education Department. The NWCS D Performance Index will be applied to the HEDI Scale below to determine the teacher's score from 0-20. See the attached HEDI scale at Task 3.13.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20=200 19=190-199 18=180-189
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17=170-179 16=160-169 15=150-159 14=140-149

	13=130-139 12=120-129 11=110-119 10=100-109 9=90-99
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8=80-89 7=70-79 6=60-69 5=50-59 4=40-49 3=30-39
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2=20-29 1=10-19 0=0-9

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	PreK-6: NYS 3-6 ELA and Math Assessments, NYS 4 Science Assessment; 6-8: NYS 6-8 ELA and Math Assessments, NYS 8 Science Assessment, NYS Regents Earth Science (taken by 8th graders), NYS Regents Algebra (taken by 8th graders)
7	6(ii) School wide measure computed locally	NYS 6-8 ELA and Math Assessments, NYS 8 Science Assessment, NYS Regents Earth Science (taken by 8th graders), NYS Regents Algebra (taken by 8th graders)
8	6(ii) School wide measure computed locally	NYS 6-8 ELA and Math Assessments, NYS 8 Science Assessment, NYS Regents Earth Science (taken by 8th graders), NYS Regents Algebra (taken by 8th graders)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Niagara Wheatfield CSD will compute a Performance Index (PI) using the following formulas based upon the NYSED definition of a PI.</p> <p>Teachers in PreK-6 Building:          ELA Math 3-6, Science 4 PIs: (Number of students scoring at Level 2 + Number of students scoring at Level 3 + Number of students scoring at Level 4) + (Number of students scoring at Level 3 + Number of students scoring at Level 4) / Total of number of students taking assessments. Multiply this quotient by 100.</p>
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Teachers in 6-8 Building:  
 ELA Math 6-8, Science 8, Earth Science (Grade 8),  
 Algebra (Grade 8) Pls: (Number of students scoring at  
 Level 2 + Number of students scoring at Level 3 + Number  
 of students scoring at Level 4) + (Number of students  
 scoring at Level 3 + Number of students scoring at Level  
 4) / Total of number of students taking assessments.  
 Multiply this quotient by 100.

The Final NWCS D Performance Index will be calculated  
 by taking the individual Index Score for each State  
 assessment listed above and averaging them. Targets will  
 be established in accordance with guidance from the  
 Commissioner and State Education Department. The  
 NWCS D Performance Index will be applied to the HEDI  
 Scale below to determine the teacher's score from 0-20.  
 See the attached HEDI scale at Task 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20=200 19=190-199 18=180-189
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17=170-179 16=160-169 15=150-159 14=140-149 13=130-139 12=120-129 11=110-119 10=100-109 9=90-99
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8=80-89 7=70-79 6=60-69 5=50-59 4=40-49 3=30-39
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2=20-29 1=10-19 0=0-9

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Regents Algebra Assessment, NYS Regents ELA 11 Assessment
Global 2	6(ii) School wide measure computed locally	NYS Regents Algebra Assessment, NYS Regents ELA 11 Assessment
American History	6(ii) School wide measure computed locally	NYS Regents Algebra Assessment, NYS Regents ELA 11 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.*

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Niagara Wheatfield CSD will compute a Performance Index (PI) using the following formulas based upon the NYSED definition of a PI.</p>
	<p>Teachers in 9-12 Building:          Regents ELA 11 Regents Algebra PIs: (Number of students scoring 55-64% + Number of students scoring 65-84% + Number of students scoring 85-100%) + (Number of students scoring 65-84% + Number of students scoring 85-100%) / Total of number of students taking assessments. Multiply this quotient by 100.</p>
	<p>The Final NWCSO Performance Index will be calculated by taking the individual Index Score for each State assessment listed above and averaging them. Targets will be established in accordance with guidance from the Commissioner and State Education Department. The NWCSO Performance Index will be applied to the HEDI Scale below to determine the teacher's score from 0-20. See the attached HEDI scale at Task 3.13.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>20=200          19=190-199          18=180-189</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>17=170-179          16=160-169          15=150-159          14=140-149          13=130-139          12=120-129          11=110-119          10=100-109          9=90-99</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>8=80-89          7=70-79          6: 60-69          5: 50-59          4: 40-49          3: 30-39</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>2=20-29          1=10-19          0=0-9</p>

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Regents Algebra Assessment, NYS Regents ELA 11 Assessment
Earth Science	6(ii) School wide measure computed locally	NYS Regents Algebra Assessment, NYS Regents ELA 11 Assessment
Chemistry	6(ii) School wide measure computed locally	NYS Regents Algebra Assessment, NYS Regents ELA 11 Assessment
Physics	6(ii) School wide measure computed locally	NYS Regents Algebra Assessment, NYS Regents ELA 11 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.	<p>Niagara Wheatfield CSD will compute a Performance Index (PI) using the following formulas based upon the NYSED definition of a PI.</p> <p>Teachers in 9-12 Building:            Regents ELA 11 Regents Algebra PIs: (Number of students scoring 55-64% + Number of students scoring 65-84% + Number of students scoring 85-100%) + (Number of students scoring 65-84% + Number of students scoring 85-100%) / Total of number of students taking assessments. Multiply this quotient by 100.</p> <p>The Final NWCS D Performance Index will be calculated by taking the individual Index Score for each State assessment listed above and averaging them. Targets will be established in accordance with guidance from the Commissioner and State Education Department. The NWCS D Performance Index will be applied to the HEDI Scale below to determine the teacher's score from 0-20. See the attached HEDI scale at Task 3.13.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20=200 19=190-199 18=180-189
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17=170-179 16=160-169 15=150-159 14=140-149 13=130-139 12=120-129 11=110-119 10=100-109

	9=90-99
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8=80-89
	7=70-79
	6=60-69
	5=50-59
	4=40-49
	3=30-39
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2=20-29
	1=10-19
	0=0-9

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Regents Algebra Assessment, NYS Regents ELA 11 Assessment
Geometry	6(ii) School wide measure computed locally	NYS Regents Algebra Assessment, NYS Regents ELA 11 Assessment
Algebra 2	6(ii) School wide measure computed locally	NYS Regents Algebra Assessment, NYS Regents ELA 11 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.	<p>Niagara Wheatfield CSD will compute a Performance Index (PI) using the following formulas based upon the NYSED definition of a PI.</p> <p>Teachers in 9-12 Building:  Regents ELA 11 Regents Algebra PIs: (Number of students scoring 55-64% + Number of students scoring 65-84% + Number of students scoring 85-100%) + (Number of students scoring 65-84% + Number of students scoring 85-100%) / Total of number of students taking assessments. Multiply this quotient by 100.</p> <p>The Final NWCS D Performance Index will be calculated by taking the individual Index Score for each State assessment listed above and averaging them. Targets will be established in accordance with guidance from the</p>
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Commissioner and State Education Department. The NWCSD Performance Index will be applied to the HEDI Scale below to determine the teacher's score from 0-20. See the attached HEDI scale at Task 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20=200 19=190-199 18=180-189
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17=170-179 16=160-169 15=150-159 14=140-149 13=130-139 12=120-129 11=110-119 10=100-109 9=90-99
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8=80-89 7=70-79 6=60-69 5=50-59 4=40-49 3=30-39
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2=20-29 1=10-19 0=0-9

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Regents Algebra Assessment, NYS Regents ELA 11 Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Regents Algebra Assessment, NYS Regents ELA 11 Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Regents Algebra Assessment, NYS Regents ELA 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.

Niagara Wheatfield CSD will compute a Performance Index (PI) using the following formulas based upon the NYSED definition of a PI.

Teachers in 9-12 Building:  
 Regents ELA 11 Regents Algebra PIs: (Number of students scoring 55-64% + Number of students scoring 65-84% + Number of students scoring 85-100%) + (Number of students scoring 65-84% + Number of students scoring 85-100%) / Total of number of students taking assessments. Multiply this quotient by 100.

The Final NWCS D Performance Index will be calculated by taking the individual Index Score for each State assessment listed above and averaging them. Targets will be established in accordance with guidance from the Commissioner and State Education Department. The NWCS D Performance Index will be applied to the HEDI Scale below to determine the teacher's score from 0-20. See the attached HEDI scale at Task 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20=200 19=190-199 18=180-189
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17=170-179 16=160-169 15=150-159 14=140-149 13=130-139 12=120-129 11=110-119 10=100-109 9=90-99
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8=80-89 7=70-79 6=60-69 5=50-59 4=40-49 3=30-39
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2=20-29 1=10-19 0=0-9

### 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
All other K-5, PreK-6 courses not listed above	6(ii) School wide measure computed locally	K-5: NYS 3-5 ELA and Math Assessments, NYS 4 Science Assessment; PreK-6: NYS 3-6 ELA and Math Assessments, NYS 4 Science Assessment
All other 6-8 courses not listed above	6(ii) School wide measure computed locally	PreK-6: NYS 3-6 ELA and Math Assessments, NYS 4 Science Assessment; 6-8: NYS 6-8 ELA and Math Assessments, NYS 8 Science



students scoring 85-100%) / Total of number of students taking assessments. Multiply this quotient by 100.

The Final NWCS D Performance Index will be calculated by taking the individual Index Score for each State assessment listed above and averaging them. Targets will be established in accordance with guidance from the Commissioner and State Education Department. The NWCS D Performance Index will be applied to the HEDI Scale below to determine the teacher's score from 0-20. See the attached HEDI scale at Task 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	20=200
	19=190-199
	18=180-189

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	17=170-179
	16=160-169
	15=150-159
	14=140-149
	13=130-139
	12=120-129
	11=110-119
10=100-109	
9=90-99	

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8=80-89
	7=70-79
	6=60-69
	5=50-59
	4=40-49
3=30-39	

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2=20-29
	1=10-19
	0= 0-9

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/5139/194004-y92vNseFa4/HEDI Scoring Bands for Locally Selected Measures 20 Points\_2.docx*

### 3.14) Locally Developed Controls

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

*None*

### 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.

*Not Applicable*

### 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 Thursday, October 11, 2012

Updated Thursday, December 06, 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]	34
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	26

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.

*A. The district shall assess teachers under this subcomponent as required under §30-2.5(d) of the Commissioner's regulations. This subcomponent score shall be based on multiple measures and aligned with the NYS Teaching Standards.*

*B. The district shall use the approved teacher rubric entitled Charlotte Danielson's Framework for Teaching (2011 Revised Edition) Teacher Practice Rubric. Using the Danielson rubric, for each observation, each Component within a Domain will be given a score from 1-4 based on the administrator's observation of the teacher. The Component score will be averaged together to arrive at an average rubric score for each Domain. The average Domain score will be added together and divided by the number of Domains to arrive at the overall average rubric score. The average rubric score will then be applied to a conversion chart which will provide a HEDI score for a teacher from 0-60. To obtain a teacher's final Other Measures HEDI score, the HEDI score from each observation*

will be added together and divided by the total number of observations to yield an average HEDI score for Task 4.5.

C. Multiple observations shall account for 34 of the 60 points in Domains 2 and 3 under this subpart.

A minimum of 1 announced formal observation (including pre and post observation conferences).

A minimum of 1 and a maximum of 3 unannounced observations (including post observation conference).

A maximum of 26 of the 60 points shall be awarded under Domains 1 and 4 and shall be based on any combination of observation by the administrator and submission of artifacts by the teacher. Artifacts may include, but are not limited to, lesson plans, curriculum maps, pictures or videos of school related activities, sample assessments, grade books, webpages, newsletters, letters to parents, phone logs, emails, logs of student contact time, agendas for workshops/instructional meetings/conferences, records of coaching and extra curricular appointments, and community relations activities. Teacher may submit up to 8 artifacts per school year. All artifacts may be submitted any time during the school year and are due no later than May 1 of each school year.

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/5091/193990-eka9yMJ855/Danielson's Rubric Points and Conversion Chart\\_1.docx](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	60=3.7-4.0 59=3.3-3.6
Effective: Overall performance and results meet NYS Teaching Standards.	58= 2.8-3.2 57= 2.5-2.7
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	56=2.3-2.4 55=2.2 54=2.0-2.1 53=1.9 52=1.8 51=1.6-1.7 50=1.5
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	49=1.4 48=1.392 47=1.383 46=1.375 45=1.367 44=1.358 43=1.350 42=1.342 41=1.333 40=1.325 39=1.317 38=1.308 37=1.3 36=1.292 35=1.283 34=1.275 33=1.267 32=1.258 31=1.250 30=1.242 29=1.233

28=1.225  
 27=1.217  
 26=1.208  
 25=1.2  
 24=1.192  
 23=1.185  
 22=1.177  
 21=1.169  
 20=1.162  
 19=1.154  
 18=1.146  
 17=1.138  
 16=1.131  
 15=1.123  
 14=1.115  
 13=1.108  
 12=1.1  
 11=1.092  
 10=1.083  
 9=1.075  
 8=1.067  
 7=1.058  
 6=1.050  
 5=1.042  
 4=1.033  
 3=1.025  
 2=1.017  
 1=1.008  
 0=1

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	1
4.6) Observations of Probationary Teachers   Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of 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?

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- In Person
-

# 5. Composite Scoring (Teachers)

Created Thursday, October 11, 2012

Updated Monday, October 22, 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
Effective	57-58
Developing	50-56
Ineffective	0-49

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Monday, October 22, 2012  
Updated Thursday, December 06, 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/5265/203478-Df0w3Xx5v6/Teacher Improvement Plan.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:

*The following appeals procedure shall apply and shall be the exclusive means for initiating, reviewing and resolving appeals related to an annual professional performance review (APPR) and or teacher improvement plan (TIP). A challenge or determination under this section shall be exempt from the grievance and arbitration provisions in the collective bargaining agreement between the parties, and an Annual Professional Performance review or Teacher Improvement Plan may not be challenged in any other forum.*

### *1. Appeals for “Ineffective” Ratings or “Developing” Ratings*

*Appeals of Annual Professional Performance Reviews shall be limited to only those which rate a classroom teacher as ineffective or developing. A unit member holding the position of classroom teacher may challenge only the substance of the Annual Professional Performance Review, the District’s compliance with its procedures for conducting the Annual Professional Performance Review, or its issuance and/or implementation of the terms of the Teacher Improvement Plan.*

### *2. Post Evaluation meeting with Evaluator*

*When the evaluation is completed, the teacher will be notified by email that it is available in the office. Upon retrieving the evaluation, the teacher will sign a receipt. If the teacher does not retrieve the evaluation within one week, the ten (10) day time period referenced below will begin running automatically. Consideration will be given to teachers who are absent or on leave when notifications are sent provided, however, that the appeal is heard in a timely and expeditious manner in accordance with NYS education law 3012c.*

*Any teacher who receives an “ineffective” rating or “developing” rating, may, within ten (10) calendar days\* of the issuance of the Annual Professional Performance Review or Teacher Improvement Plan, request a meeting with the principal to review all findings relating to the evaluation, including but not limited to any potential procedural or substantive disputes regarding the evaluation of TIP. The meeting, shall be held within ten (10) calendar days of the receipt of the request at a mutually agreed upon date and time.*

*The teacher may have a NWT A representative present if he/she chooses.*

*At the meeting, the teacher shall have the option of submitting written information to the principal, explaining the basis for the disagreement with the evaluation and providing any relevant supporting documentation concerning the teacher’s position.*

*The principal shall within ten (10) calendar days of the meeting have the option to take any of the following action: respond to the teacher in writing, modify the Annual Professional Performance Review or Teacher Improvement Plan, or return the Annual Professional Performance review or Teacher Improvement Plan to the Teacher.*

### *3. Appeal to the Superintendent of Schools*

*Any teacher who receives an “ineffective” or “developing” Annual Professional Performance Review or Teacher Improvement Plan who seeks to challenge the final determination of the principal, may submit a written appeal to the Superintendent of Schools.*

#### *Burden of Proof*

*A teacher choosing to appeal an “ineffective” or “developing” rating or Teacher Improvement Plan, bears the burden of demonstrating the relief requested and the burden of establishing the facts upon which such relief is sought. Only one appeal in relation to any particular Annual Professional Performance Review or Teacher Improvement Plan may be submitted.*

#### *Written Appeals to the Superintendent of Schools*

*All appeals shall be in writing and be filed with the Superintendent of Schools. Any grounds not raised in writing shall be deemed waived.*

#### *Time for Teacher Filing*

*Any appeal filed by a teacher receiving an “ineffective” rating, or “developing” rating or Teacher Improvement Plan, must be submitted in writing to the Superintendent of Schools no later than ten (10) calendar days from the date the teacher receives the final evaluation or plan from the principal.*

*In the event the teacher chooses to request a post evaluation meeting, the appeal to the Superintendent must be submitted no later than ten (10) calendar days from the principal’s action.*

*Any failure by the teacher to file an appeal within this timeframe shall be considered a waiver and abandonment of the right to appeal.*

#### *Content of Appeal*

*The teacher filing the appeal has the responsibility to submit a detailed written description of the specific areas of the evaluation and/or TIP in dispute together with a copy of the evaluation and or TIP presented to the teacher and any additional documents or*

materials the teacher believes relevant to the determination of the appeal. The teacher may present any mitigating circumstances that he/she believes are relevant to the appeal, (including but not limited to Class Size, Students and Classes Assigned, Student Attendance, Teacher Leave Time/Personal Life, New Initiatives/Requirements, Administrative support/Relationship and Physical Environment) which shall be considered by the District along with all other information submitted during the appeal. It is agreed that for appeals filed due to the receipt of a third consecutive "developing" rating, all three consecutive developing evaluations may be submitted for consideration as part of the Appeal.

The teacher shall have the right to NWTa representation to assist with the drafting and filing of the appeal.

All documents submitted at the time of the filing of the appeal shall be considered the record of the appeal for consideration. Any information, documents and/or materials not submitted at the time of the filing of the appeal shall not be considered in making a final determination.

#### *Evaluator Response*

Within ten (10) calendar days from the receipt of an appeal, the Evaluator who issued the Annual Professional Performance review and/or TIP shall file a written response to the appeal with the Superintendent of Schools.

The response shall include any and all information documentation and material that is to be considered in support of the Annual Professional Performance Review and/or TIP and in response to the teacher's appeal.

All documents submitted at the time of the filing the response to the appeal shall be considered as part of the record of the appeal for consideration. Any information, documents and/or materials not submitted at the time of the filing of the response to the appeal shall not be considered in making a final determination.

The teacher shall be provided with a copy of the response filed by the evaluator together with all information documentation and material that is submitted in support of the APPR and/or TIP.

#### *Meeting On Appeal*

Within ten (10) calendar days of the receipt of the Evaluator response, the Superintendent shall meet with the teacher and his/her Union Representative.

#### *Determination of Appeal*

The Superintendent of Schools shall render a written decision on the merits of the appeal based solely upon the record submitted.

The written decision shall be rendered no later than fifteen (15) calendar days from the date upon which the meeting with the teacher and his/her Union Representative is held.

The written decision shall include the reasons and factual basis for each determination on each of the specific issues raised in the appeal.

The Superintendent may choose to do any one or a combination of the following:

*Sustain the appeal*

*Sustain the appeal and set aside a rating*

*Sustain the appeal and modify a rating*

*Direct a new evaluation be conducted by the same or different evaluator*

*Deny the appeal in total*

*Deny the appeal in part and request a modification to the TIP*

In the event an appeal for a second consecutive ineffective evaluation is denied, the Superintendent's decision shall advise the teacher that he/she may be subject to the commencement of an expedited 3020-a proceeding as allowed by the regulations. The District and NWTa agree that all evidence and information procured as part of the record shall become part of the expedited 3020-a proceeding.

4. Nothing in the Memorandum of Agreement's appeal process shall be construed to alter or diminish the rights of the BOE or Superintendent to discontinue the employment of a probationary teacher, or restrict or limit the discretion of the BOE or Superintendent in making a determination on the status of a probationary teacher, and/or deny tenure for statutorily and constitutionally permissible reasons other than the teacher's performance that is the subject of the appeal, in compliance with NYS

education law 3012-c.

5. Unit members receiving a mandated TIP will have the right to NWT A representation during the development of said TIP.

6. Nothing raised by the teacher at any point in this Appeals procedure shall be construed to limit any evidence or arguments that the teacher may raise in a formal statutory disciplinary or legal proceeding for actions not specifically related to appealing an evaluation per this procedure.

*\*It is understood by the District and NWT A that for the purposes of the timelines referenced in this Agreement, school holidays and vacation periods will be taken into consideration when counting 10 calendar days.*

## 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.

*All evaluators shall undergo training on the use of the Danielson Teacher Practice Rubric including, but not limited to, evidence collection, observation procedures, and rubric scoring.*

*Training will be ongoing throughout the year as scheduled by Orleans Niagara BOCES covering all NYS Teaching Standards:*

*Standard 1: Knowledge of Students and Student Learning*

*Standard 2: Knowledge of Content and Instructional Planning*

*Standard 3: Instructional Practice*

*Standard 4: Learning Environment*

*Standard 5: Assessment for Student Learning*

*Standard 6: Professional Responsibilities and Collaboration*

*Standard 7: Professional Growth*

*All evaluators will be certified by the Superintendent and Board of Education upon successful completion of training. Recertification will occur annually in the same manner.*

*Successful completion of training through Teachscape in addition to the Orleans Niagara BOCES trainings will ensure inter-rater reliability.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, October 23, 2012  
Updated Thursday, October 25, 2012

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

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

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

*(No response)*

## 7.4) Special Considerations for Comparable Growth Measures

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

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

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

*Not Applicable*

## 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, October 23, 2012

Updated Thursday, December 06, 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	NYS 3-5 ELA and Math Assessments, NYS 4 Science Assessment
PK-6	(d) measures used by district for teacher evaluation	NYS 3-6 ELA and Math Assessments, NYS 4 Science Assessment
6-8	(d) measures used by district for teacher evaluation	NYS 6-8 ELA and Math Assessments, NYS 8 Science Assessment, NYS Regents Earth Science Assessment (taken by 8th graders), NYS Regents Algebra Assessment (taken by 8th graders)
9-12	(d) measures used by district for teacher evaluation	NYS Regents Algebra Assessment, NYS Regents ELA 11 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.*

<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>Niagara Wheatfield CSD will compute a Performance Index (PI) using the following formulas based upon the NYSED definition of a PI.</p> <p>Principals in K-5 Buildings:            ELA Math 3-5, Science 4 PIs: (Number of students scoring at Level 2 + Number of students scoring at Level 3 + Number of students scoring at Level 4) + (Number of students scoring at Level 3 + Number of students scoring at Level 4) / Total of number of students taking assessments. Multiply this quotient by 100.</p> <p>Principal in PreK-6 Building:</p>
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ELA Math 3-6, Science 4 PIs: (Number of students scoring at Level 2 + Number of students scoring at Level 3 + Number of students scoring at Level 4) + (Number of students scoring at Level 3 + Number of students scoring at Level 4) / Total of number of students taking assessments. Multiply this quotient by 100.

Principal in 6-8 Building:  
 ELA Math 6-8, Science 8, Earth Science (Grade 8), Algebra (Grade 8) PIs: (Number of students scoring at Level 2 + Number of students scoring at Level 3 + Number of students scoring at Level 4) + (Number of students scoring at Level 3 + Number of students scoring at Level 4) / Total of number of students taking assessments. Multiply this quotient by 100.

Principal in 9-12 Building:  
 Regents ELA 11 Regents Algebra PIs: (Number of students scoring 55-64% + Number of students scoring 65-84% + Number of students scoring 85-100%) + (Number of students scoring 65-84% + Number of students scoring 85-100%) / Total of number of students taking assessments. Multiply this quotient by 100.

The Final NWCS D Performance Index will be calculated by taking the individual Index Score for each State assessment listed above and averaging them. Targets will be established in accordance with guidance from the Commissioner and State Education Department. The NWCS D Performance Index will be applied to the HEDI Scale below to determine the principal's score from 0-15. See attached HEDI scale below.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	15=190-200 14=180-189
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	13=168-179 12=155-167 11=142-154 10=129-141 9=114-128 8=100-113
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	7=90-99 6=80-89 5=70-79 4=60-69 3=50-59
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	2=31-49 1=21-30 0=0-20

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/5366/204705-qBFVOWF7fC/HEDI Scoring Bands for Locally Selected Measures 15 Points PRINCIPAL.docx*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*(No response)*

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

*(No response)*

### 8.3) Locally Developed Controls

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

*None*

### 8.4) Principals with More Than One Locally Selected Measure

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

*Not Applicable*

## 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, October 23, 2012  
Updated Thursday, October 25, 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.

(No response)

(No response)

(No response)

### 9.6) Assurances

Please check all of the boxes below:

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

## 9.7) Process for Assigning Points and Determining HEDI Ratings

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

*The Niagara Wheatfield District shall utilize the Multidimensional Principal Performance Rubric (MPPR) for principal evaluation as the basis for the 60 "Other" points allocated to measures of leadership and management. This shall be according to the instruments attached below. The Niagara Wheatfield Superintendent's assessment shall be based on 2 visits of 30 minutes to the school, while in session. One of the two will be as agreed to between the Superintendent and the principal at least 48 hours in advance and one will be unannounced. Visits are to be completed no later than April 30. The additional source to be included in the evaluation will be evidence provided by the principal.*

- Only Standards observed by Niagara Wheatfield Superintendent may be rated, unless additional evidence is supplied by the principal, at the discretion of the principal.
- Principal must be notified in writing within 5 days of visit of any unobserved/unrated Standards/Domains or any Standards/Domains rated as developing or ineffective.
- Principal may provide evidence of unrated domains or domains rated as developing or ineffective to be included in 60 points within three (3) weeks of being notified of any unobserved/unrated Standards/Domains or any Standards/Domains rated as developing or ineffective.
- Principal may provide additional evidence for all domains to be included in 60 points.
- All 6 ISSLC Standards/ MPPR Domains must be rated to qualify the 60 point evaluation.
- A minimum of 31/60 points must be based upon the two visitations.
- The entire MPPR rubric must be rated based upon direct observation and/or evidence provided by the principal to qualify the 60 point evaluation.

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/5143/204776-pMADJ4gk6R/MPPR Rubric Points and Conversion Chart.docx](#)

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

Highly Effective: Overall performance and results exceed standards.	60=60-72 59=59 58=58 57=57 56=56 55=55 54=54 53=53 52=52
---	--

	51=51
Effective: Overall performance and results meet standards.	50=50
	49=49
	48=48
	47=47
	46=46
	45=45
	44=44
	42=42
	41=41
	40=40
	39=39
	38=38
	37=37
	36=36
	35=35
Developing: Overall performance and results need improvement in order to meet standards.	34=34
	33=33
	32=32
	31=31
	30=30
	29=29
	28=28
	27=27
	26=26
	25=25
	24=24
	23=23
	22=22
	21=21
	20=20
Ineffective: Overall performance and results do not meet standards.	19=19
	18=18
	17=17
	16=16
	15=15
	14=14
	13=13
	12=12
	11=11
	10=10
	9=9
	8=8
	7=7
	6=6
	5=5
4=4	
3=3	
2=2	
1=1	
0=0	

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	51-60
------------------	-------

Effective	32-50
Developing	12-31
Ineffective	0-11

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Tuesday, October 23, 2012  
Updated Thursday, October 25, 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	51-60
Effective	32-50
Developing	12-31
Ineffective	0-11

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

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/204788-Df0w3Xx5v6/Principal Improvement Plan.docx](assets/survey-uploads/5276/204788-Df0w3Xx5v6/Principal%20Improvement%20Plan.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:

*Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than September 15 of the new school year. The Niagara Wheatfield Superintendent, in conjunction and collaboration with the principal, must develop an improvement plan in the form attached above that contains:*

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.

4. A reasonable timeline for achieving improvement.
5. Required and accessible resources to achieve goal. The Niagara Wheatfield District must provide professional development specifically requested by the principal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15, and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 5 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

*Appeals are limited to those identified by Education Law 3012-c, as follows:*

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

#### *Prohibition Against More Than One Appeal*

*A principal may not file multiple appeals regarding the same performance review; however, each appeal will be afforded the opportunity to work through all phases of the process outlined in this section. The implementation of an improvement plan may be appealed upon an alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived. In an appeal, the principal has the burden of demonstrating a clear right to relief requested and the burden of establishing facts upon which he/she seeks relief.*

#### *Time Frame for Filing Appeal*

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

*Failure to file an appeal within the specified timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.*

*When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his / her performance review, or the issuance of and/or implementation of the terms of his/her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. In an appeal, the principal has the burden of demonstrating a clear legal right to relief requested and the burden of establishing the facts upon which he/she seeks relief.*

*An evaluation shall not be placed in a principal's personnel file until either the expiration of a fifteen(15) business day period during which an appeal could be filed by the principal or the conclusion of the appeal process described in this agreement, whichever is later.*

#### *Timeframe for District Response*

*Within ten (10) business days of receipt of an appeal, the superintendent must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time of the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal.*

#### *Decision Process for Appeal*

1. For a tenured principal who received a rating of highly effective, effective, or developing, or a non-tenured principal who received any rating, the Superintendent's determination shall be final; if that principal disagrees with the response, the principal may submit a written statement outlining the basis of that disagreement to be included in his/her file along with the disputed Annual Professional Performance Review.
2. If a tenured principal receives a rating of ineffective and disagrees with the Superintendent's response to the challenge, the principal may submit a written statement explaining in detail the reason(s) for disagreement with the response to the Superintendent of Schools within seven (7) calendar days of receipt of the Superintendent's initial response. A meeting will be scheduled to discuss the appeal and a decision will be rendered within ten (10) working days of the initial submission. A principal may select Association representation to participate in the meeting. If after this meeting the principal still disagrees with the Superintendent's decision he/she may request a hearing before an Appeal Panel. Such panel shall consist of 1 district administrator, 1 building level principal of the appellant's choice, and 1 outside panelist mutually agreed to by the district and appellant. A list of agreed upon candidates shall be maintained and reviewed annually. The cost shall not exceed \$350 and will be shared equally between the District and the Association.
3. The appeal panel and the appellant will meet within ten (10) calendar days of the written response from the Superintendent to review the appeal. The appeal hearing shall be conducted in no more than one business day unless extenuating circumstances are

present and all parties agree to a second day. A written decision on the merits of the appeal shall be rendered no later than (10) calendar days from the close of the hearing. The determination of the panel is final.

4. The principal shall have the opportunity to present his/her case which may include the representation of witnesses and/or affidavits in lieu of testimony, a detailed description of any mitigating circumstances that he/she believes are relevant to the appeal (including but not limited to school population, student attendance, new initiatives / requirements, instructional resources provided by the District, physical environment, faculty culture / climate, community based factors). The school district may then refute the presentation. If the school district does present a case, the principal will have the right to present a rebuttal case.

5. A challenge of determination under this appeal process shall not be subject of a grievance, and the arbitration provisions of the collective bargaining agreement shall not apply to matters under this section. The principal retains any defenses he or she may have in the event the annual professional performance review is utilized in a subsection 3020-a proceeding.

#### *Exclusivity of Section 3012-c Appeal Procedure*

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

*Nothing in this appeals process shall be construed to alter or diminish the rights of the BOE or Superintendent to discontinue the employment of a probationary principal, or restrict or limit the discretion of the BOE or Superintendent in making a determination on the status of a probationary principal, and/or deny tenure for statutorily and constitutionally permissible reasons other than the principal's performance that is the subject of the appeal, in compliance with NYS education law 3012-c.*

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

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

*All evaluators shall undergo training on the use of the Multidimensional Principal Practice Rubric including, but not limited to, evidence collection, observation procedures, and rubric scoring.*

*Training will be ongoing throughout the year as scheduled by Orleans Niagara BOCES covering all Educational Leadership Policy Standards: ISLLC 2008.*

*Standard 1: 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.*

*Standard 2: 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.*

*Standard 3: 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.*

*Standard 4: 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.*

*Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

*Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

*All evaluators will be certified by the Board of Education upon successful completion of training. Recertification will occur annually in the same manner.*

*Inter-rater reliability is of no issue as there is only one evaluator, the Superintendent.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
-

their related functions, as applicable

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

11.6) Assurances -- Principals   Assure the entire APPR plan will be completed for each principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the building principal's performance is being measured.	Checked
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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
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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 Monday, December 03, 2012

Updated Tuesday, December 11, 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/5581/262356-3Uqgn5g9Iu/Joint Certification.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.

**HEDI Scoring Bands for Growth SLO – 20 Points**

For all elementary courses, middle school Science and Social Studies 7 and 8 courses, and all high school courses, targets for SLOs shall be determined by teachers in the same grade level/subject/course (Grades 7-12) or by STAR Early Literacy Enterprise (K-1), STAR Reading Enterprise (2-5), or STAR Math Enterprise (2-5) if applicable and approved by building principals. Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring band listed below will be utilized to determine the number of points assigned to teachers:

**For all Elementary Courses, Middle School Science and Social Studies 7 and 8 Courses, and all High School Courses:**

0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
Results are well-below state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		Results are below state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		Results meet state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		Results are well-above state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)	
<b>0</b>	<b>≤ 14%</b>	<b>3</b>	<b>41%-44%</b>	<b>9</b>	<b>61%-63%</b>	<b>18</b>	<b>81%-85%</b>
<b>1</b>	<b>15-27%</b>	<b>4</b>	<b>45%-48%</b>	<b>10</b>	<b>64%-66%</b>	<b>19</b>	<b>86%-90%</b>
<b>2</b>	<b>28-40%</b>	<b>5</b>	<b>49%-51%</b>	<b>11</b>	<b>67%-68%</b>	<b>20</b>	<b>&gt;90%</b>
		<b>6</b>	<b>52%-54%</b>	<b>12</b>	<b>69%-70%</b>		
		<b>7</b>	<b>55%-57%</b>	<b>13</b>	<b>71%-72%</b>		
		<b>8</b>	<b>58%-60%</b>	<b>14</b>	<b>73%-74%</b>		
				<b>15</b>	<b>75%-76%</b>		
				<b>16</b>	<b>77%-78%</b>		
				<b>17</b>	<b>79%-80%</b>		

The HEDI scoring bands were created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 80%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 64% to 78%.

Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 40% of students who met the target. Point values for the rating of “Developing” range from 3 -8 with a low of 41% of students who met the target and a high of 60% of students who met the target. Point values for the rating of “Highly Effective” range from 18-20 with a low of 81% of students who met the target and a high of >90% of students who met the target.

For all middle school courses that require SLOs (*except for* Science 7, Science 8, Social Studies 7, and Social Studies 8), there will be department-wide SLOs based on NYS Grades 6-8 ELA and/or Math Assessments. The target for SLOs shall be determined by the building principal. The target is as follows: The percentage of growth on the average proficiency scores from the 2012 NYS 5-7 ELA and/or Math Assessments results (i.e., pre assessments scores) to the 2013 NYS 6-8 ELA and/or Math Assessments results (i.e., post assessment scores) will increase by 2%. Student performance on 2012 NYS ELA assessments showed student proficiency rates of 66%, 65%, and 68% for grades 5, 6, and 7 respectively. The average growth in ELA proficiency for students in grades 6, 7, and 8 will increase by 2% on the 2013 NYS 6-8 ELA and/or Math Assessments. The target is rigorous as the school 6-8 ELA performance has actually decreased 14% over the past three years. The target will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring band listed below will be utilized to determine the number of points assigned to teachers:

**For all Middle School Courses (*except for* Science 7, Science 8, Social Studies 7, and Social Studies 8):**

0 – 0.2 %		0.3 – 1.0 %		1.1 – 2.0 %		2.1 – 2.3 % or more	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
Results are well-below state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		Results are below state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		Results meet state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		Results are well-above state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)	
0	0%	3	0.3%	9	1.1-1.2%	18	2.1%
1	0.1%	4	0.4%	10	1.3%	19	2.2%
2	0.2%	5	0.5%	11	1.4%	20	2.3% or more
		6	0.6%	12	1.5%		
		7	0.7-0.8%	13	1.6%		
		8	0.9-1.0%	14	1.7%		
				15	1.8%		
				16	1.9%		
				17	2.0%		

The HEDI scoring bands were created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 2.0%, which would yield 17 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 1.1%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 1.3% to 1.9%.

Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of 0% of students who met the target and a high of 0.2% of students who met the target. Point values for the rating of “Developing” range from 3 -8 with a low of 0.3% of students who met the target and a high of 2.0% of students who met the target. Point values for the rating of “Highly Effective” range from

18-20 with a low of 2.1% of students who met the target and a high of 2.3% or more of students who met the target.

**HEDI Scoring Bands for Growth SLO – 15 Points**

For all elementary courses, middle school Science and Social Studies 7 and 8 courses, and all high school courses, targets for SLOs shall be determined by teachers in the same grade level/subject/course (Grades 7-12) or by STAR Early Literacy Enterprise (K-1), STAR Reading Enterprise (2-5), or STAR Math Enterprise (2-5) if applicable and approved by building principals. Targets will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring band listed below will be utilized to determine the number of points assigned to teachers:

**For all Elementary Courses, Middle School Science and Social Studies 7 and 8 Courses, and all High School Courses:**

0-2 Points		3-7 Points		8-13 Points		14-15 Points	
0 - 40%		41 - 60 %		61 - 80%		81 - 100%	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
Results are well-below state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		Results are below state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		Results meet state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		Results are well-above state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)	
0	≤14%	3	41%-44%	8	61%-62%	14	81%-90%
1	15-27%	4	45%-48%	9	63%-64%	15	>90%
2	28-40%	5	49%-53%	10	65%-68%		
		6	54%-57%	11	69%-73%		
		7	58%-60%	12	74%-77%		
				13	78%-80%		

The HEDI scoring bands were created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 80%, which would yield 13 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 61%, which would yield 8 points. Point values between 8 and 13 were then determined associated with percentages of students who met the target ranging from 63% to 77%.

Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 40% of students who met the target. Point values for the rating of “Developing” range from 3 -7 with a low of 41% of students who met the target and a high of 60% of students who met the target. Point values for the rating of “Highly Effective” range from 14-15 with a low of 81% of students who met the target and a high of >90% of students who met the target.

For all middle school courses that require SLOs (*except for Science 7, Science 8, Social Studies 7, and Social Studies 8*), there will be a building-wide SLO based on NYS Grades 6-8 ELA and Math Assessments. The target for SLOs shall be determined by the building principal. The target is as follows: The percentage of growth on the average proficiency scores from the 2012 NYS 5-7 ELA and/or Math Assessments results (i.e., pre assessments scores) to the 2013 NYS 6-8 ELA and/or Math Assessments results (i.e., post assessment scores) will increase by 2%. Student performance on 2012 NYS ELA assessments showed student proficiency rates of 66%, 65%, and 68% for grades 5, 6, and 7 respectively. The average growth in ELA proficiency for students in grades 6, 7, and 8 will increase by 2% on the 2013 NYS 6-8 ELA and/or Math Assessments. The target is rigorous as the school 6-8 ELA performance has actually decreased 14% over the past three years. The target will be established in accordance with guidance from the Commissioner and State Education Department. Regardless of how the target for individual courses/grade levels/subject areas is established, the scoring band listed below will be utilized to determine the number of points assigned to teachers:

**For all Middle School Courses (*except for Science 7, Science 8, Social Studies 7, and Social Studies 8*):**

0-2 Points		3-7 Points		8-13 Points		14-15 Points	
0 – 0.2 %		0.3 – 1.1 %		1.2 – 2.0 %		2.1 – 2.3 % or more	
INEFFECTIVE		DEVELOPING		EFFECTIVE		HIGHLY EFFECTIVE	
Results are well-below state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		Results are below state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		Results meet state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		Results are well-above state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)	
0	0%	3	0.3-0.4%	8	1.2%	14	2.1-2.2%
1	0.1%	4	0.5-0.6%	9	1.3-1.4%	15	2.3% or more
2	0.2%	5	0.7-0.8%	10	1.5-1.6%		
		6	0.9-1.0%	11	1.7-1.8%		
		7	1.1%	12	1.9%		
				13	2.0%		

The HEDI scoring bands were created by first establishing the highest percentage of students who need to meet the target in order for a teacher to be considered “Effective” at 80%, which would yield 13 points, and then establishing the lowest percentage of students who would need to meet the target in order for a teacher to be considered “Effective” at 61%, which would yield 9 points. Point values between 9 and 17 were then determined associated with percentages of students who met the target ranging from 65% to 77%.

Point values for the rating of “Ineffective” range from 0-2, corresponding with a low of ≤14% of students who met the target and a high of 40% of students who met the target. Point values for the

rating of “Developing” range from 3 -7 with a low of 41% of students who met the target and a high of 60% of students who met the target. Point values for the rating of “Highly Effective” range from 14-15 with a low of 81% of students who met the target and a high of >90% of students who met the target.

## **HEDI Scoring Bands for Locally Selected Measures of Achievement – 15 Points**

Subsequent to determining the option utilized for Locally-Selected Measures of Achievement, targets shall be determined by the Niagara Wheatfield Central School District. NWCS D will compute a Performance Index (PI) using the following formulas based upon the NYSED definition of a PI.

### **Teachers in K-5 Buildings:**

**ELA & Math 3-5, Science 4 PIs:**  $(\text{Number of students scoring at Level 2} + \text{Number of students scoring at Level 3} + \text{Number of students scoring at Level 4}) + (\text{Number of students scoring at Level 3} + \text{Number of students scoring at Level 4}) / \text{Total of number of students taking assessments}$ .  
Multiply this quotient by 100.

### **Teachers in PreK-6 Building:**

**ELA & Math 3-6, Science 4 PIs:**  $(\text{Number of students scoring at Level 2} + \text{Number of students scoring at Level 3} + \text{Number of students scoring at Level 4}) + (\text{Number of students scoring at Level 3} + \text{Number of students scoring at Level 4}) / \text{Total of number of students taking assessments}$ .  
Multiply this quotient by 100.

### **Teachers in 6-8 Building:**

**ELA & Math 6-8, Science 8, Earth Science (Grade 8), Algebra (Grade 8) PIs:**  $(\text{Number of students scoring at Level 2} + \text{Number of students scoring at Level 3} + \text{Number of students scoring at Level 4}) + (\text{Number of students scoring at Level 3} + \text{Number of students scoring at Level 4}) / \text{Total of number of students taking assessments}$ . Multiply this quotient by 100.

### **Teachers in 9-12 Building:**

**Regents ELA 11 & Regents Algebra PIs:**  $(\text{Number of students scoring 55-64\%} + \text{Number of students scoring 65-84\%} + \text{Number of students scoring 85-100\%}) + (\text{Number of students scoring 65-84\%} + \text{Number of students scoring 85-100\%}) / \text{Total of number of students taking assessments}$ .  
Multiply this quotient by 100.

The **Final NWCS D Performance Index** will be calculated by taking the individual Index Score for each State assessment listed above and averaging them.

Targets will be established in accordance with guidance from the Commissioner and State Education Department. The NWCS D Performance Index will be applied to the HEDI Scale below to determine the teacher's score from 0-15:

**For all Elementary, Middle School, and High School Courses:**

<b>0-2 Points</b>		<b>3-7 Points</b>		<b>8-13 Points</b>		<b>14-15 Points</b>	
<b>0 - 49</b>		<b>50 - 99</b>		<b>100 - 179</b>		<b>180 - 200</b>	
<b>INEFFECTIVE</b>		<b>DEVELOPING</b>		<b>EFFECTIVE</b>		<b>HIGHLY EFFECTIVE</b>	
Results are well-below state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		Results are below state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		Results meet state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		Results are well-above state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)	
<b>0</b>	<b>0-20</b>	<b>3</b>	<b>50-59</b>	<b>8</b>	<b>100-113</b>	<b>14</b>	<b>180-189</b>
<b>1</b>	<b>21-30</b>	<b>4</b>	<b>60-69</b>	<b>9</b>	<b>114-128</b>	<b>15</b>	<b>190-200</b>
<b>2</b>	<b>31-49</b>	<b>5</b>	<b>70-79</b>	<b>10</b>	<b>129-141</b>		
		<b>6</b>	<b>80-89</b>	<b>11</b>	<b>142-154</b>		
		<b>7</b>	<b>90-99</b>	<b>12</b>	<b>155-167</b>		
				<b>13</b>	<b>168-179</b>		

The HEDI scoring bands were created by first establishing the highest Final Performance Index “Effective” at 179, which would yield 13 points, and then establishing the lowest Final Performance Index in order for a teacher to be considered “Effective” at 100, which would yield 8 points. Point values between 8 and 13 were then determined associated with Final Performance Indexes ranging from 114-167. Point values for the rating of “Ineffective” range from 0-2, corresponding with a low Final Performance Index of 0 and a high Final Performance Index of 49. Point values for the rating of “Developing” range from 3-7 with a low Final Performance Index of 50 and a high Final Performance Index of 99. Point values for the rating of “Highly Effective” range from 14-15 with a low Final Performance Index of 180 and a high Final Performance Index of 200.

### **HEDI Scoring Bands for Locally Selected Measures of Achievement – 20 Points**

Subsequent to determining the option utilized for Locally-Selected Measures of Achievement, targets shall be determined by the Niagara Wheatfield Central School District. NWCS D will compute a Performance Index (PI) using the following formulas based upon the NYSED definition of a PI.

#### **Teachers in K-5 Buildings:**

**ELA & Math 3-5, Science 4 PIs:** (Number of students scoring at Level 2 + Number of students scoring at Level 3 + Number of students scoring at Level 4) + (Number of students scoring at Level 3 + Number of students scoring at Level 4) / Total of number of students taking assessments. Multiply this quotient by 100.

#### **Teachers in PreK-6 Building:**

**ELA & Math 3-6, Science 4 PIs:** (Number of students scoring at Level 2 + Number of students scoring at Level 3 + Number of students scoring at Level 4) + (Number of students scoring at Level 3 + Number of students scoring at Level 4) / Total of number of students taking assessments. Multiply this quotient by 100.

#### **Teachers in 6-8 Building:**

**ELA & Math 6-8, Science 8, Earth Science (Grade 8), Algebra (Grade 8) PIs:** (Number of students scoring at Level 2 + Number of students scoring at Level 3 + Number of students scoring at Level 4) + (Number of students scoring at Level 3 + Number of students scoring at Level 4) / Total of number of students taking assessments. Multiply this quotient by 100.

#### **Teachers in 9-12 Building:**

**Regents ELA 11 & Regents Algebra PIs:** (Number of students scoring 55-64% + Number of students scoring 65-84% + Number of students scoring 85-100%) + (Number of students scoring 65-84% + Number of students scoring 85-100%) / Total of number of students taking assessments. Multiply this quotient by 100.

The **Final NWCS D Performance Index** will be calculated by taking the individual Index Score for each State assessment listed above and averaging them.

Targets will be established in accordance with guidance from the Commissioner and State Education Department. The NWCS D Performance Index will be applied to the HEDI Scale below to determine the teacher's score from 0-20:

**For all Elementary, Middle School, and High School Courses:**

0 - 29		30 - 89		90 - 179		180-200	
<b>INEFFECTIVE</b> Results are well-below state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		<b>DEVELOPING</b> Results are below state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		<b>EFFECTIVE</b> Results meet state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		<b>HIGHLY EFFECTIVE</b> Results are well-above state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)	
<b>0</b>	<b>0-9</b>	<b>3</b>	<b>30-39</b>	<b>9</b>	<b>90-99</b>	<b>18</b>	<b>180-189</b>
<b>1</b>	<b>10-19</b>	<b>4</b>	<b>40-49</b>	<b>10</b>	<b>100-109</b>	<b>19</b>	<b>190-199</b>
<b>2</b>	<b>20-29</b>	<b>5</b>	<b>50-59</b>	<b>11</b>	<b>110-119</b>	<b>20</b>	<b>200</b>
		<b>6</b>	<b>60-69</b>	<b>12</b>	<b>120-129</b>		
		<b>7</b>	<b>70-79</b>	<b>13</b>	<b>130-139</b>		
		<b>8</b>	<b>80-89</b>	<b>14</b>	<b>140-149</b>		
				<b>15</b>	<b>150-159</b>		
				<b>16</b>	<b>160-169</b>		
				<b>17</b>	<b>170-179</b>		

The HEDI scoring bands were created by first establishing the highest Final Performance Index “Effective” at 179, which would yield 17 points, and then establishing the lowest Final Performance Index in order for a teacher to be considered “Effective” at 90, which would yield 9 points. Point values between 9 and 17 were then determined associated with Final Performance Indexes ranging from 100-169. Point values for the rating of “Ineffective” range from 0-2, corresponding with a low Final Performance Index of 0 and a high Final Performance Index of 29. Point values for the rating of “Developing” range from 3-8 with a low Final Performance Index of 30 and a high Final Performance Index of 89. Point values for the rating of “Highly Effective” range from 18-20 with a low Final Performance Index of 180 and a high Final Performance Index of 200.

NIAGARA WHEATFIELD CENTRAL SCHOOL DISTRICT  
Danielson's Framework for Teaching (2011 Revised Edition)

Teacher: \_\_\_\_\_

Administrator: \_\_\_\_\_

Ratings 1 = Ineffective 2 = Developing 3 = Effective 4 = Highly Effective	Step 1 Rate (1-4)	Step 2 Weight	Step 3 Add Total	Comments
<b>Domain 1: Planning and Preparation</b>				
A: Knowledge of Content and Pedagogy		x 2 =		
B: Knowledge of Students		x 2 =		
C: Setting Instructional Outcomes		x 1 =		
D: Knowledge of Resources		x 1 =		
E: Designing Coherent Instruction		x 1 =		
F: Designing Student Assessments		x 1 =		
<b>Domain 2: Classroom Environment</b>				
A: Respect and Rapport		x 1 =		
B: Culture for Learning		x 2 =		
C: Managing Classroom Procedures		x 2 =		
D: Managing Student Behavior		x 2 =		
E: Organizing Physical Spaces		x 1 =		
<b>Domain 3: Instruction</b>				
A: Communicating with Students		x 2 =		
B: Questioning/Prompts and Discussion		x 2 =		
C: Engaging Students in Learning		x 2 =		
D: Using Assessment in Instruction		x 2 =		
E: Using Flexibility and Responsiveness		x 2 =		
<b>Domain 4: Professional Responsibilities</b>				
A: Reflecting on Teaching		x 1 =		
B: Maintaining Accurate Records		x 1 =		
C: Communicating with Families		x 1 =		
D: Participating in a Professional Community		x 1 =		
E: Growing and Developing Professionally		x 1 =		
F: Showing Professionalism		x 1 =		
Raw Score (out of 128) →				

Step 4 – Divide by 32  
(Go to Conversion Chart for Score of 60 points)

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

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

## Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion Score for Composite
<b>Ineffective 0 - 49</b>		
1		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.1		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.2		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.3		37
1.308		38
1.317		39
1.325		40
1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.4		49
<b>Developing 50 - 56</b>		
1.5		50
1.6 – 1.7		51
1.8		52
1.9		53
2.0-2.1		54
2.2		55
2.3 – 2.4		56
<b>Effective 57 - 58</b>		
2.5 – 2.7		57
2.8 – 3.2		58
<b>Highly Effective 59 - 60</b>		
3.3 – 3.6		59
3.7 – 4.0		60

# Teacher Improvement Plan

Name of Teacher: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_

Assignment Area: \_\_\_\_\_ Date: \_\_\_\_\_

## Category in Need of Improvement

## Methods/Activities to Improve Area

## Evidence Accepted as Growth/and Timelined

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

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

NWTA President and/or  
Designee: \_\_\_\_\_ Date: \_\_\_\_\_

## **HEDI Scoring Bands for Locally Selected Measures of Achievement – 15 Points**

Subsequent to determining the option utilized for Locally-Selected Measures of Achievement, targets shall be determined by the Niagara Wheatfield Central School District. NWCS D will compute a Performance Index (PI) using the following formulas based upon the NYSED definition of a PI.

### **Principals in K-5 Buildings:**

**ELA & Math 3-5, Science 4 PIs:** (Number of students scoring at Level 2 + Number of students scoring at Level 3 + Number of students scoring at Level 4) + (Number of students scoring at Level 3 + Number of students scoring at Level 4) / Total of number of students taking assessments. Multiply this quotient by 100.

### **Principal in PreK-6 Building:**

**ELA & Math 3-6, Science 4 PIs:** (Number of students scoring at Level 2 + Number of students scoring at Level 3 + Number of students scoring at Level 4) + (Number of students scoring at Level 3 + Number of students scoring at Level 4) / Total of number of students taking assessments. Multiply this quotient by 100.

### **Principal in 6-8 Building:**

**ELA & Math 6-8, Science 8, Earth Science (Grade 8), Algebra (Grade 8) PIs:** (Number of students scoring at Level 2 + Number of students scoring at Level 3 + Number of students scoring at Level 4) + (Number of students scoring at Level 3 + Number of students scoring at Level 4) / Total of number of students taking assessments. Multiply this quotient by 100.

### **Principal in 9-12 Building:**

**Regents ELA 11 & Regents Algebra PIs:** (Number of students scoring 55-64% + Number of students scoring 65-84% + Number of students scoring 85-100%) + (Number of students scoring 65-84% + Number of students scoring 85-100%) / Total of number of students taking assessments. Multiply this quotient by 100.

The **Final NWCS D Performance Index** will be calculated by taking the individual Index Score for each State assessment listed above and averaging them.

Targets will be established in accordance with guidance from the Commissioner and State Education Department. The NWCS D Performance Index will be applied to the HEDI Scale below to determine the principal's score from 0-15:

**For all Elementary, Middle School, and High School Courses:**

<b>0-2 Points</b>		<b>3-7 Points</b>		<b>8-13 Points</b>		<b>14-15 Points</b>	
<b>0 - 49</b>		<b>50 - 99</b>		<b>100 - 179</b>		<b>180 - 200</b>	
<b>INEFFECTIVE</b>		<b>DEVELOPING</b>		<b>EFFECTIVE</b>		<b>HIGHLY EFFECTIVE</b>	
Results are well-below state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		Results are below state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		Results meet state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)		Results are well-above state average for similar students (or District goals or State-approved 3 <sup>rd</sup> party assessment norms if no state test)	
<b>0</b>	<b>0-20</b>	<b>3</b>	<b>50-59</b>	<b>8</b>	<b>100-113</b>	<b>14</b>	<b>180-189</b>
<b>1</b>	<b>21-30</b>	<b>4</b>	<b>60-69</b>	<b>9</b>	<b>114-128</b>	<b>15</b>	<b>190-200</b>
<b>2</b>	<b>31-49</b>	<b>5</b>	<b>70-79</b>	<b>10</b>	<b>129-141</b>		
		<b>6</b>	<b>80-89</b>	<b>11</b>	<b>142-154</b>		
		<b>7</b>	<b>90-99</b>	<b>12</b>	<b>155-167</b>		
				<b>13</b>	<b>168-179</b>		

The HEDI scoring bands were created by first establishing the highest Final Performance Index “Effective” at 179, which would yield 13 points, and then establishing the lowest Final Performance Index in order for a teacher to be considered “Effective” at 100, which would yield 8 points. Point values between 8 and 13 were then determined associated with Final Performance Indexes ranging from 114-167. Point values for the rating of “Ineffective” range from 0-2, corresponding with a low Final Performance Index of 0 and a high Final Performance Index of 49. Point values for the rating of “Developing” range from 3-7 with a low Final Performance Index of 50 and a high Final Performance Index of 99. Point values for the rating of “Highly Effective” range from 14-15 with a low Final Performance Index of 180 and a high Final Performance Index of 200.

Niagara Wheatfield Central School District  
Multidimensional Principal Performance Rubric - Assessment Summary

Administrator:		Date of Evaluation:	
Building:		Evaluator:	
School Year:			

Domain	Total Possible Points	Total Actual Points	Comments
<b>Domain 1</b> Shared Vision of Learning	8		
<b>Domain 2</b> School Culture and Instructional Program	20		
<b>Domain 3</b> Safe, Efficient, Effective Learning Environment	16		
<b>Domain 4</b> Community	12		
<b>Domain 5</b> Integrity, Fairness, Ethics	8		
<b>Domain 6</b> Political, Social, Economic, Legal, and Cultural Context	8		
<b>TOTAL SCORE</b>	72		
<b>NYS Score (from MPPR Conversion Chart)</b>	60		

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

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

The employee's signature is required and indicates receipt of a copy of the evaluation and does not indicate agreement, understanding, or acceptance of the conclusions reached by the evaluator. Please attach any additional copies as needed.

## Niagara Wheatfield Central School District MPPR/NYS Conversion Chart

MMPR RAW SCORE	NYS SCORE
72	60
71	60
70	60
69	60
68	60
67	60
66	60
65	60
64	60
63	60
62	60
61	60
60	60
59	59
58	58
57	57
56	56
55	55
54	54
53	53
52	52
51	51
50	50
49	49
48	48
47	47
46	46
45	45
44	44
43	43
42	42
41	41
40	40
39	39
38	38
37	37
36	36

MMPR RAW SCORE	NYS SCORE
35	35
34	34
33	33
32	32
31	31
30	30
29	29
28	28
27	27
26	26
25	25
24	24
23	23
22	22
21	21
20	20
19	19
18	18
17	17
16	16
15	15
14	14
13	13
12	12
11	11
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
0	0

60 POINT HEDIE SCALE	
HIGHLY EFFECTIVE	51-60
EFFECTIVE	32-50
DEVELOPING	12-31
INEFFECTIVE	0-11

## Principal Improvement Plan

Name of Principal: \_\_\_\_\_

School Building: \_\_\_\_\_ Academic Year: \_\_\_\_\_

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

Improvement Goal/ outcome:

Action Steps / Activities:

Timeline for completion:

Required and accessible resources, including identification of responsibility for provision:

Dates of formative evaluation on progress

*(Lead evaluator and principal initial each date to confirm the meetings occurrence)*

December:

March:

Other:

Evidence to be provided for goal achievement:

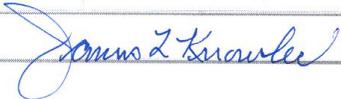
Assessment Summary:

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

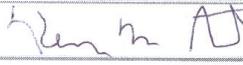
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

**Signatures, dates**

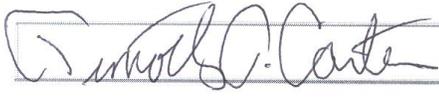
Superintendent Signature: Date: 12/5/12



Teachers Union President Signature: Date:

 12/11/12

Administrative Union President Signature: Date:

 12/5/12

Board of Education President Signature: Date:

 12/5/12