



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

Commissioner of Education
President of the University of the State of New York
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July 31, 2015

Revised

Kimberly Mueller, Superintendent
Wellsville Central School District
126 West State Street
Wellsville, NY 14895

Dear Superintendent Mueller:

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. 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,

MaryEllen Elia
Commissioner

Attachment

c: Lynda Quick

NOTE:

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

Created Tuesday, April 30, 2013

Updated Thursday, February 26, 2015

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also 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 : 022601060000

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

022601060000

1.2) School District Name: WELLSVILLE CSD

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

WELLSVILLE CSD

1.3) Assurances

Please check all of the boxes below:

1.3) 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
1.3) 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
1.3) 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

1.4) Submission Status

For districts, BOCES, or charter schools that did not have an approved APPR plan in the previous school year, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES, or charter schools that did have an approved APPR plan for the previous school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created: 04/30/2013

Last updated: 06/18/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

While most teachers of 4-8 Common Branch, ELA and Math will have State-provided measures, some may teach other courses 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, 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:

Assure that the value-added growth score provided by NYSED will be used, where applicable.	Checked
Assure that the State-provided growth measure will be used if a value-added measure has not been approved.	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: grade 8 Science, 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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	ELA	Assessment
K	3rd party non-"traditional standardized" assessment that meets NYSED guidance requirements	Kindergarten Level AIMSweb
1	District, regional, or BOCES-developed assessment	Wellsville CSD developed 1st Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	Wellsville CSD developed 2nd Grade ELA Assessment

	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 measuring student growth on the assessments listed for this Task.

<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>Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a District developed ELA test specific to each grade level. The ELA pre-test will be given in September of the school year. A District developed ELA post-test specific to each grade level will be given at the end of the school year. 3rd Grade will use the NYS 3rd Grade ELA Assessment as the post-test. Kindergarten will use AIMSweb for both the pre- and post- testing. Teachers will collaborate with the Principal to set target scores per student, per assessment, based on the pre-assessment score and other available baseline data. Approval of target scores are made by the building principal. Individual student targets per assessment will be quantified and differentiated based on student pre-assessment and other baseline data. The pre- and post-assessment results will be used to calculate each student's success on his/her growth goals based on each students' individual target score being reached or not. The teacher will calculate an overall percentage of how many students reached their target goal. The percent of students reaching their target on the post-assessment will be put into the H.E.D.I scale to determine the teacher's score (0-20). The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>Evidence indicates exceptional student learning gains. Percent meeting growth target with score: 20 = 96-100% 19 = 90-95% 18 = 85-89%</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Evidence indicates significant student learning gains. Percent meeting growth target score: 17 = 82-84% 16 = 79-81% 15 = 76-78% 14 = 73-75% 13 = 71-72% 12 = 69-70% 11 = 67-68% 10 = 66% 9 = 65%</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Evidence indicates some student learning gains. Percent meeting growth target score: 8 = 63-64% 7 = 61-62% 6 = 60% 5 = 58-59% 4 = 56-57% 3 = 55%</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>Evidence indicates little to no student learning gains. Percent meeting growth target with score: 2 = 41-54% 1 = 15-40% 0 = 0-14%</p>

2.3) Grades K-3 Math

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Math	Assessment
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K	District, regional, or BOCES-developed assessment	Wellsville CSD- developed Kindergarten Grade Math Assessment
1	District, regional, or BOCES-developed assessment	Wellsville CSD- developed 1st Grade Math Assessment
2	District, regional, or BOCES-developed assessment	Wellsville CSD- developed 2nd Grade Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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>Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a District developed Math test specific to each grade level. The Math pre-test will be given in September of the school year. A District developed Math post-test specific to each grade level will be given at the end of the school year. 3rd Grade will use the NYS 3rd Grade Math Assessment as the post-assessment. Teachers will collaborate with the Principal to set target scores per student, per assessment, based on the pre-assessment score and other available baseline data. Approval of target scores are made by the building principal. Individual student targets per assessment will be quantified and differentiated based on student pre-assessment and other baseline data. The pre- and post-assessment results will be used to calculate each student's success on his/her growth goals based on each students' individual target score being reached or not. The teacher will calculate an overall percentage of how many students reached their target goal. The percent of students reaching their target on the post-assessment will be put into the H.E.D.I scale to determine the teacher's score (0-20).</p> <p>The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	<p>Evidence indicates exceptional student learning gains. Percent meeting growth target with score: 20 = 96-100% 19 = 90-95% 18 = 85-89%</p>
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	<p>Evidence indicates significant student learning gains. Percent meeting growth target score: 17 = 82-84% 16 = 79-81% 15 = 76-78% 14 = 73-75% 13 = 71-72% 12 = 69-70% 11 = 67-68% 10 = 66% 9 = 65%</p>

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Evidence indicates some student learning gains. Percent meeting growth target score: 8 = 63-64% 7 = 61-62% 6 = 60% 5 = 58-59% 4 = 56-57% 3 = 55%
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates little to no student learning gains. Percent meeting growth target with score: 2 = 41-54% 1 = 15-40% 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	District, regional or BOCES-developed assessment	Wellsville CSD- developed 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	Wellsville CSD- developed 7th Grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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.	Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a district developed Science assessment specific to each grade level. The Science pre-assessment will be given in September of the school year. A district developed Science post-assessment specific to 6th & 7th grade levels at the end of the school year. 8th Grade will use the NYS 8th Grade Science Assessment as the post-assessment. Teachers will collaborate with the Principal to set target scores per student, per assessment, based on the pre-assessment score and other available baseline data. Approval of target scores are made by the building principal. Individual student targets per assessment will be quantified and differentiated based on student pre-assessment and other baseline data. The pre- and post-assessment results will be used to calculate each student's success on his/her growth goals based on each students' individual target score being reached or not. The teacher will calculate an overall percentage of how many students reached their target goal. The percent of students reaching their target on the post-assessment will be put into the H.E.D.I scale to determine the teacher's score (0-20). The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth.
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Evidence indicates exceptional student learning gains. Percent meeting growth target with score: 20 = 96-100% 19 = 90-95% 18 = 85-89%
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Evidence indicates little to no student learning gains. Percent meeting growth target with score: 2 = 41-54% 1 = 15-40% 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	District, regional or BOCES-developed assessment	Wellsville CSD- developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Wellsville CSD- developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Wellsville CSD- developed 8th Grade Social Studies Assessment

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

<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>Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a district developed Social Studies assessment specific to each grade level. The Social Studies pre-test will be given in September of the school year in each course. The Social Studies post-assessment specific to each grade level will be given at the end of the school year. Teachers will collaborate with the Principal to set target scores per student, per assessment, based on the pre-assessment score and other available baseline data. Approval of target scores are made by the building principal. Individual student targets per assessment will be quantified and differentiated based on student pre-assessment and other baseline data. The pre- and post-assessment results will be used to calculate each student's success on his/her growth goals based on each students' individual target score being reached or not. The teacher will calculate an overall percentage of how many students reached their target goal. The percent of students reaching their target on the post-assessment will be put into the H.E.D.I scale to determine the teacher's score (0-20). The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Evidence indicates exceptional student learning gains. Percent meeting growth target with score: 20 = 96-100% 19 = 90-95% 18 = 85-89%</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Evidence indicates significant student learning gains. Percent meeting growth target score: 17 = 82-84% 16 = 79-81% 15 = 76-78% 14 = 73-75% 13 = 71-72% 12 = 69-70% 11 = 67-68% 10 = 66% 9 = 65%</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Evidence indicates some student learning gains. Percent meeting growth target score: 8 = 63-64% 7 = 61-62% 6 = 60% 5 = 58-59% 4 = 56-57% 3 = 55%</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Evidence indicates little to no student learning gains. Percent meeting growth target with score: 2 = 41-54% 1 = 15-40% 0 = 0-14%</p>

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	Wellsville CSD developed Global I 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 measuring student growth on the assessments listed for this Task.

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>Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a BOCES developed Social Studies pre-test specific to each course. The Social Studies pre-test will be given in September of the school year in each course. A Social Studies post-test will be given in the Global 1 course. State assessments specific to Global 2 and American History will be given at the end of the school year. Teachers will collaborate with the Principal to set target scores per student, per assessment, based on the pre-assessment score and other available baseline data. Approval of target scores are made by the building principal. Individual student targets per assessment will be quantified and differentiated based on student pre-assessment and other baseline data. The pre- and post-assessment results will be used to calculate each student's success on his/her growth goals based on each students' individual target score being reached or not. The teacher will calculate an overall percentage of how many students reached their target goal. The percent of students reaching their target on the post-assessment will be put into the H.E.D.I scale to determine the teacher's score (0-20).</p> <p>The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	<p>Evidence indicates exceptional student learning gains. Percent meeting growth target with score: 20 = 96-100% 19 = 90-95% 18 = 85-89%</p>
Effective (9 - 17 points) Results meet District goals for similar students.	<p>Evidence indicates significant student learning gains. Percent meeting growth target score: 17 = 82-84% 16 = 79-81% 15 = 76-78% 14 = 73-75% 13 = 71-72% 12 = 69-70% 11 = 67-68% 10 = 66% 9 = 65%</p>
Developing (3 - 8 points) Results are below District goals for similar students.	<p>Evidence indicates some student learning gains. Percent meeting growth target score: 8 = 63-64% 7 = 61-62% 6 = 60% 5 = 58-59% 4 = 56-57% 3 = 55%</p>
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	<p>Evidence indicates little to no student learning gains. Percent meeting growth target with score: 2 = 41-54% 1 = 15-40% 0 = 0-14%</p>

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 measuring student growth on the assessments listed for this Task.

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>Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a BOCES developed Science pre-test specific to each course. The Science pre-test will be given in September of the school year. A State assessment specific to each course will be given at the end of the school year. Teachers will collaborate with the Principal to set target scores per student, per assessment, based on the pre-assessment score and other available baseline data. Approval of target scores are made by the building principal. Individual student targets per assessment will be quantified and differentiated based on student pre-assessment and other baseline data. The pre- and post-assessment results will be used to calculate each student's success on his/her growth goals based on each students' individual target score being reached or not. The teacher will calculate an overall percentage of how many students reached their target goal. The percent of students reaching their target on the post-assessment will be put into the H.E.D.I scale to determine the teacher's score (0-20).</p> <p>The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	<p>Evidence indicates exceptional student learning gains. Percent meeting growth target with score: 20 = 96-100% 19 = 90-95% 18 = 85-89%</p>
Effective (9 - 17 points) Results meet District goals for similar students.	<p>Evidence indicates significant student learning gains. Percent meeting growth target score: 17 = 82-84% 16 = 79-81% 15 = 76-78% 14 = 73-75% 13 = 71-72% 12 = 69-70% 11 = 67-68% 10 = 66% 9 = 65%</p>

Developing (3 - 8 points) Results are below District goals for similar students.	Evidence indicates some student learning gains. Percent meeting growth target score: 8 = 63-64% 7 = 61-62% 6 = 60% 5 = 58-59% 4 = 56-57% 3 = 55%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little to no student learning gains. Percent meeting growth target with score: 2 = 41-54% 1 = 15-40% 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 measuring student growth on the assessments listed for this Task.

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

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.	Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a BOCES developed Math pre-test specific to each course. The Math pre-test will be given in September of the school year. A State assessment specific to each course will be given at the end of the school year. Teachers will collaborate with the Principal to set target scores per student, per assessment, based on the pre-assessment score and other available baseline data. Approval of target scores are made by the building principal. Individual student targets per assessment will be quantified and differentiated based on student pre-assessment and other baseline data. The pre- and post-assessment results will be used to calculate each student's success on his/her growth goals based on each students' individual target score being reached or not. The teacher will calculate an overall percentage of how many students reached their target goal. The percent of students reaching their target on the post-assessment will be put into the H.E.D.I scale to determine the teacher's score (0-20). When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as allowed by SED. The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gains. Percent meeting growth target with score: 20 = 96-100% 19 = 90-95% 18 = 85-89%
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates significant student learning gains. Percent meeting growth target score: 17 = 82-84% 16 = 79-81% 15 = 76-78% 14 = 73-75% 13 = 71-72% 12 = 69-70% 11 = 67-68% 10 = 66% 9 = 65%
Developing (3 - 8 points) Results are below District goals for similar students.	Evidence indicates some student learning gains. Percent meeting growth target score: 8 = 63-64% 7 = 61-62% 6 = 60% 5 = 58-59% 4 = 56-57% 3 = 55%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little to no student learning gains. Percent meeting growth target with score: 2 = 41-54% 1 = 15-40% 0 = 0-14%

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	Wellsville CSD- developed 9th Grade ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Wellsville CSD- developed 10th Grade ELA Assessment
Grade 11 ELA	Regents assessment	NYS Regents Comprehensive English Assessment and Common Core English Regents Assessment

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

NOTE: For Grade 11 ELA, please specify whether your district will be offering the Comprehensive English Regents in addition to the Common Core English Regents, or just the latter, how the HEDI process will be adjusted accordingly.

<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>Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a district developed ELA assessment specific to each course. The ELA pre-assessment will be given in September of the school year. A district developed ELA post-assessment specific to Grades 9 and 10 will be given at the end of the school year. A State assessment specific to grade 11 will be given at the end of the school year. Teachers will collaborate with the Principal to set target scores per student, per assessment, based on the pre-assessment score and other available baseline data. Approval of target scores are made by the building principal. Individual student targets per assessment will be quantified and differentiated based on student pre-assessment and other baseline data. The pre- and post-assessment results will be used to calculate each student's success on his/her growth goals based on each students' individual target score being reached or not. The teacher will calculate an overall percentage of how many students reached their target goal. The percent of students reaching their target on the post-assessment will be put into the H.E.D.I scale to determine the teacher's score (0-20). When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as allowed by SED. The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Evidence indicates exceptional student learning gains. Percent meeting growth target with score: 20 = 96-100% 19 = 90-95% 18 = 85-89%</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>Evidence indicates significant student learning gains. Percent meeting growth target score: 17 = 82-84% 16 = 79-81% 15 = 76-78% 14 = 73-75% 13 = 71-72% 12 = 69-70% 11 = 67-68% 10 = 66% 9 = 65%</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>Evidence indicates some student learning gains. Percent meeting growth target score: 8 = 63-64% 7 = 61-62% 6 = 60% 5 = 58-59% 4 = 56-57% 3 = 55%</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>Evidence indicates little to no student learning gains. Percent meeting growth target with score: 2 = 41-54% 1 = 15-40% 0 = 0-14%</p>

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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional

standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 5th drop-down option applies to grades K-2.

	Course(s) or Subject(s)	Option	Assessment
	Art- Grade 2	District, Regional or BOCES-developed	Wellsville CSD developed grade 2 Art specific Assessment
	Art- Grade 3	District, Regional or BOCES-developed	Wellsville CSD developed grade 3 Art specific Assessment
	Art- Grade 4	District, Regional or BOCES-developed	Wellsville CSD developed grade 4 Art specific Assessment
	Music- Grade 1	District, Regional or BOCES-developed	Wellsville CSD developed grade 1 Music specific Assessment
	Music- Grade 2	District, Regional or BOCES-developed	Wellsville CSD developed grade 2 Music specific Assessment
	Music- Grade 3	District, Regional or BOCES-developed	Wellsville CSD developed grade 3 Music specific Assessment
	Music- Grade 4	District, Regional or BOCES-developed	Wellsville CSD developed grade 4 Music specific Assessment
	Physical Education- Grade 2	District, Regional or BOCES-developed	Wellsville CSD developed grade 2 Physical Education specific Assessment
	Physical Education- Grade 4	District, Regional or BOCES-developed	Wellsville CSD developed grade 4 Physical Education specific Assessment
	Physical Education- Grade 5	District, Regional or BOCES-developed	Wellsville CSD developed grade 5 Physical Education specific Assessment
	Reading Intervention- Grade 6	Grades 3 and up: State-approved 3rd party assessment	Scholastic Reading Inventory, Scholastic Inc.
	Reading Intervention- Grade 7	Grades 3 and up: State-approved 3rd party assessment	Scholastic Reading Inventory, Scholastic Inc.
	Reading Intervention- Grade 8	Grades 3 and up: State-approved 3rd party assessment	Scholastic Reading Inventory, Scholastic Inc.
	Art- Grade 7	District, Regional or BOCES-developed	Wellsville CSD developed grade 7 Art specific Assessment
	Art- Grade 8	District, Regional or BOCES-developed	Wellsville CSD developed grade 8 Art specific Assessment
	Physical Education- Grade 7	District, Regional or BOCES-developed	Wellsville CSD developed grade 7 Physical Education specific Assessment
	Physical Education- Grade 8	District, Regional or BOCES-developed	Wellsville CSD developed grade 8 Physical Education specific Assessment
	Middle School Band- Grades 7 & 8	District, Regional or BOCES-developed	Wellsville CSD developed grade 7 & 8 Middle School Band specific Assessment

	Middle School Orchestra- Grades 7 & 8	District, Regional or BOCES-developed	Wellsville CSD developed grade 7 & 8 Middle School Orchestra specific Assessment
	Health- Grade 7	District, Regional or BOCES-developed	Wellsville CSD developed grade 7 Health specific Assessment

For all other courses, as applicable: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for measuring student growth on the assessments listed for this Task.

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.	Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on pre- and/or post-assessments developed by BOCES or the district, or using an approved 3rd party vendor assessment. Teachers will collaborate with the Principal to set target scores per student, per assessment, based on the pre-assessment score and other available baseline data. Approval of target scores are made by the building principal. Individual student targets per assessment will be quantified and differentiated based on student pre-assessment and other baseline data. The pre- and post-assessment results will be used to calculate each student's success on his/her growth goals based on each students' individual target score being reached or not. The teacher will calculate an overall percentage of how many students reached their target goal. The percent of students reaching their target on the post-assessment will be put into the H.E.D.I scale to determine the teacher's score (0-20). For grades 4-8 ELA and Math teachers not receiving a state growth score, HEDI points will be awarded by the percentage of students in their class who meet their individual growth targets on the listed assessments. The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gains. Percent meeting growth target with score: 20 = 96-100% 19 = 90-95% 18 = 85-89%
Effective (9 - 17 points) Results meet District goals for similar students.	Evidence indicates significant student learning gains. Percent meeting growth target score: 17 = 82-84% 16 = 79-81% 15 = 76-78% 14 = 73-75% 13 = 71-72% 12 = 69-70% 11 = 67-68% 10 = 66% 9 = 65%
Developing (3 - 8 points) Results are below District goals for similar students.	Evidence indicates some student learning gains. Percent meeting growth target score: 8 = 63-64% 7 = 61-62% 6 = 60% 5 = 58-59% 4 = 56-57% 3 = 55%
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Evidence indicates little to no student learning gains. Percent meeting growth target with score: 2 = 41-54% 1 = 15-40% 0 = 0-14%

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. \(MS Word\)](#)

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12186/590442-avH4IQNZMh/Form%202%2010%20All%20Other%20Courses%20Wellsville%20CSD%20APPR_dYflj7Z.docx

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.

(No response)

2.12) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used assigning points to a teacher's score for this subcomponent, 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 the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

Not Applicable.

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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked

Assure that district will develop SLOs according to the rules established by SED (see: http://www.engageny.org/resource/student-learning-objectives-guidance-document).	Checked
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

3. Local Measures (Teachers)

Created: 04/30/2013

Last updated: 07/21/2015

For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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 in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

NOTE: If your district/BOCES is using the same assessment for both the State growth and other comparable measures subcomponent and the locally-selected measures subcomponent, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
5	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
6	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
7	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
8	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)

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.	See upload 3.3 for HEDI Chart and process description.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3 for HEDI Chart and process description.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3 for HEDI Chart and process description.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3 for HEDI Chart and process description.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3 for HEDI Chart and process description.

3.2) Grades 4-8 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
5	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
6	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
7	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
8	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	See upload 3.3 for HEDI Chart and process description.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3 for HEDI Chart and process description.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3 for HEDI Chart and process description.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3 for HEDI Chart and process description.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.3 for HEDI Chart and process description.

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/590443-rhJdBgDruP/Form%203%203%20Wellsville%20CSD%20Locally%20Selected%20Measures%20HEDI%20Tables%20and%20Info%20to%20LcJX6ip.docx>

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
1	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
2	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
3	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See upload 3.13 for HEDI Chart and process description.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.

3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
1	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
2	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
3	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See upload 3.13 for HEDI Chart and process description.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.

3.6) Grades 6-8 Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
7	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
8	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)

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.	See upload 3.13 for HEDI Chart and process description.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.

3.7) Grades 6-8 Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
7	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
8	6(ii) School wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)

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.	See upload 3.13 for HEDI Chart and process description.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.

3.8) High School Social Studies

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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 Comprehensive English Regents Assessment and Common Core English Regents Assessment- (teachers will use the higher of the two assessment scores); NYS U.S. History and Government Regents Assessment; NYS Global History and Government Regents Assessment; NYS Living Environment Regents Assessment; and NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment- (teachers will use the higher of the two assessment scores) ARE calculated with Wellsville CSD developed Global I Assessment.
Global 2	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment and Common Core English Regents Assessment- (teachers will use the higher of the two assessment scores); NYS U.S. History and Government Regents Assessment; NYS Global History and Government Regents Assessment; NYS Living Environment Regents Assessment; and NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment- (teachers will use the higher of the two assessment scores) ARE calculated with Regents Assessment in Global Studies and Geography.
American History	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment and Common Core English Regents Assessment- (teachers will use the higher of the two assessment scores); NYS U.S. History and Government Regents Assessment; NYS Global History and Government Regents Assessment; NYS Living Environment Regents Assessment; and NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment- (teachers will use the higher of the two assessment scores) ARE calculated with Regents Assessment in US History and Government.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See upload 3.13 for HEDI Chart and process description.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.

3.9) High School Science

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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 Comprehensive English Regents Assessment and Common Core English Regents Assessment- (teachers will use the higher of the two assessment scores); NYS U.S. History and Government Regents Assessment; NYS Global History and Government Regents Assessment; NYS Living Environment Regents Assessment; and NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment- (teachers will use the higher of the two assessment scores) ARE calculated with Regents Assessment in Living Environment.
Earth Science	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment and Common Core English Regents Assessment- (teachers will use the higher of the two assessment scores); NYS U.S. History and Government Regents Assessment; NYS Global History and Government Regents Assessment; NYS Living Environment Regents Assessment; and NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment- (teachers will use the higher of the two assessment scores) ARE calculated with Regents Assessment in Physical Science: Earth Science.
Chemistry	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment and Common Core English Regents Assessment- (teachers will use the higher of the two assessment scores); NYS U.S. History and Government Regents Assessment; NYS Global History and Government Regents Assessment; NYS Living Environment Regents Assessment; and NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment- (teachers will use the higher of the two assessment scores) ARE calculated with Regents Assessment in Physical Science: Chemistry.
Physics	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment and Common Core English Regents Assessment- (teachers will use the higher of the two assessment scores); NYS U.S. History and Government Regents Assessment; NYS Global History and Government Regents Assessment; NYS Living Environment Regents Assessment; and NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment- (teachers will use the higher of the two assessment scores) ARE calculated with Regents Assessment in Physical Science: Physics.

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See upload 3.13 for HEDI Chart and process description.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.

3.10) High School Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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 Comprehensive English Regents Assessment and Common Core English Regents Assessment- (teachers will use the higher of the two assessment scores); NYS U.S. History and Government Regents Assessment; NYS Global History and Government Regents Assessment; NYS Living Environment Regents Assessment; and NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment- (teachers will use the higher of the two assessment scores) ARE calculated with both the NYS Integrated Algebra Regents Assessment and Common Core Algebra 1 Regents Assessment to students in Common Core aligned Algebra 1 course. For these two identified assessments, teachers will use the higher of the two assessment scores.
Geometry	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment and Common Core English Regents Assessment- (teachers will use the higher of the two assessment scores); NYS U.S. History and Government Regents Assessment; NYS Global History and Government Regents Assessment; NYS Living Environment Regents Assessment; and NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment- (teachers will use the higher of the two assessment scores) ARE calculated with both the NYS Geometry Regents Assessment and Common Core Geometry Regents Assessment to students in Common Core aligned Geometry course. For these two identified assessments, teachers will use the higher of the two assessment scores.
Algebra 2	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment and Common Core English Regents Assessment- (teachers will use the higher of the two assessment scores); NYS U.S. History and Government Regents Assessment; NYS Global History and Government Regents Assessment; NYS Living Environment Regents Assessment; and NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment- (teachers will use the higher of the two assessment scores) ARE calculated with Regents Assessment in Algebra 2/Trigonometry.

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.

NOTE: As applicable, for Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

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.	See upload 3.13 for HEDI Chart and process description.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.

3.11) High School English Language Arts

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, 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 Comprehensive English Regents Assessment and Common Core English Regents Assessment- (teachers will use the higher of the two assessment scores); NYS U.S. History and Government Regents Assessment; NYS Global History and Government Regents Assessment; NYS Living Environment Regents Assessment; and NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment- (teachers will use the higher of the two assessment scores) ARE calculated with Wellsville CSD-developed 9th Grade ELA Assessment.
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment and Common Core English Regents Assessment- (teachers will use the higher of the two assessment scores); NYS U.S. History and Government Regents Assessment; NYS Global History and Government Regents Assessment; NYS Living Environment Regents Assessment; and NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment- (teachers will use the higher of the two assessment scores) ARE calculated with Wellsville CSD-developed 10th Grade ELA Assessment.
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment and Common Core English Regents Assessment- (teachers will use the higher of the two assessment scores); NYS U.S. History and Government Regents Assessment; NYS Global History and Government Regents Assessment; NYS Living Environment Regents Assessment; and NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment- (teachers will use the higher of the two assessment scores) ARE calculated with both the NYS Comprehensive Regents Assessment and Common Core English Regents Assessment to students in Common Core aligned grade 11 ELA course. For these two identified assessments, teachers will use the higher of the two assessment scores.

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.

NOTE: As applicable, please specify whether your district will be offering the Comprehensive English Regents in addition to the Common Core English Regents, or just the latter, and how the HEDI process will be adjusted accordingly.

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.	See upload 3.13 for HEDI Chart and process description.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.

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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, drop-down option #4 applies to grades 3 and above and drop-down option #8 applies to grades K-2.

	Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
	Art-Grade K	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)

	Library- Grade 1	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
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For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See upload 3.13 for HEDI Chart and process description.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See upload 3.13 for HEDI Chart and process description.

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. \(MS Word\)](#)

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/590443-Rp0Ql6pk1T/Form%203%2012%20All%20Other%20Courses%20Wellsville%20CSD%20APPR_1.docx

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.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/590443-y92vNseFa4/Form%203%2013%20Wellsville%20CSD%20Locally%20Selected%20Measures%20HEDI%20Tables%20and%20Info%20All%20Other%20Grades%20and%20Courses_kGWx0Q.docx

3.14) Locally Developed Controls

Describe any adjustments, controls, or other special considerations that will be used in assigning points to a teacher's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

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.

See process in 3.3/3/13 uploads.

3.16) Assurances

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
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
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
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

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
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

4. Other Measures of Effectiveness (Teachers)

Created: 04/30/2013

Last updated: 07/21/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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4.1) Teacher Practice Rubric

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

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

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

Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
Second Rubric, if applicable	(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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	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	0

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, label accordingly, and 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:

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(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.

Tripod Early Elementary Student Perception Survey K-2	(No response)
Tripod Elementary Student Perception Survey 3-5	(No response)
Tripod Secondary Student Perception Survey	(No response)
District Variance	(No response)
My Student Survey, LLC's Survey of Teacher Practice (STeP) survey for use in grades 3-12	(No response)

4.4) Assurances

Please check all of the boxes below:

Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district.	Checked

4.5) Process for Assigning Points and Determining HEDI Ratings

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

All 60 points will be an averaging of accumulation of evidence, artifacts, observations, and professional responsibilities. A conversion chart and further explanation of assigning points and determining HEDI Ratings is attached. See upload 4.5 for further process description and determining HEDI ratings. The rubric scores listed are the minimum values necessary to receive the corresponding number of HEDI points.

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/590444-eka9yMJ855/Form%204%205%20Wellsville%20CSD%20Measures%20of%20Teacher%20Effectiveness%20Process%20for%20Assigning%20Points%20APPR.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.	The teacher exceeds the standards and applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning. The scores for this category range from 59-60 (a rubric conversion from 3.5-4). See 4.5 upload for full scoring conversion chart and additional information.
Effective: Overall performance and results meet NYS Teaching Standards.	The teacher applies relevant instructional practices that have a positive impact on student learning. The scores for this category range from 57-58 (a rubric conversion from 2.5-3.4). See 4.5 upload for full scoring conversion chart and additional information.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased. The scores for this category range from 50-56 (a rubric conversion from 1.5-2.4). See 4.5 upload for full scoring conversion chart and additional information.

Ineffective: Overall performance and results do not meet NYS Teaching Standards.

The practices are not being used or need reconsideration because they are not having their intended effects on student learning. The scores for this category range from 0-49 (a rubric conversion from 1.000 – 1.400).

See 4.5 upload for full scoring conversion chart and additional information.

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

Formal/Long	2
Informal/Short	5
Enter Total	7

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?

Responses Selected:

In Person

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

Responses Selected:

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

Formal/Long	2
Informal/Short	5
Total	7

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?

Responses Selected:

In Person

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

Responses Selected:

In Person

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, February 26, 2015

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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 scoring ranges for educators for whom there is no approved Value-Added measure of student growth will be:

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 scoring ranges for educators for whom there is an approved Value-Added measure for student growth will be:

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: 04/30/2013

Last updated: 06/09/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Teacher Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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
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. All TIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a teacher's improvement in those areas. For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12193/590446-Df0w3Xx5v6/Form%206%202%20Teacher%20Improvement%20Plan%20and%20Forms%20Wellsville%20CSD%20APPR%202013%202014%20updated_ETolnXU.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 Appeals Process

To the extent that any teacher, who receives a composite score rating of "Developing" or "Ineffective" only, wishes to appeal the final composite score of a performance review, the law requires the establishment of an appeals procedure, the specifics of which are locally negotiated between the WEA and the District pursuant to Article XIV of the Civil Service Law. These procedures address a teacher's due process rights while ensuring that the review and appeal procedures are resolved in a timely manner.

In accordance with Education Law §3012-c, nothing in the statute or regulations will be construed to alter or diminish the authority of the school district to grant or deny tenure to or terminate the probationary teachers during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons other than the teacher's performance that is the subject to the appeal. In addition, review and appeal procedures will not cause a teacher to acquire tenure by estoppel (failure to follow established procedures) when an evaluation appeal is pending. In accordance with the law, for purposes of disciplinary proceedings under Education Law §3020-a, a "pattern" of ineffective teaching or performance will be defined as two consecutive annual ineffective ratings received by a teacher through the APPR process.

Appeals will be limited to a composite score rating of "Developing" or "Ineffective" only. If a teacher receiving a composite score rating of "Developing" or "Ineffective" disagrees with any portion of the APPR rating s/he will complete page 1 of the Appeals form, forward it to the lead evaluator and request a conference with the lead evaluator via email within 10 work days of receipt of the composite score rating. The failure to deliver an appeal within these timeframes will be deemed a waiver of the right to appeal and the appeal will be deemed abandoned. A unit member will have Association representation at any time during the appeals process upon the unit member's request.

A final written decision on the merits of the appeal will be rendered by the Superintendent no later than 45 work days from the date upon which the teacher filed the written appeal with the original lead evaluator. The timelines described herein may be altered upon the written agreement of the parties however the appeal process must be administered in compliance with New York State Education Law §3012-c.

When filing an appeal, the teacher will have the burden of sustaining the ground(s) upon which the appeal is based and provide all supporting documentation upon which the teacher relies on in support of the appeal. The teacher must submit a detailed written description of the specific areas of disagreement over his or her performance review and any additional documents or materials relevant to the appeal. The performance review being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed will not be considered.

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures are limited to the following:

- (1) the substance of the evaluation
- (2) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c
- (3) the adherence to the Commissioner's regulations, as applicable to such reviews
- (4) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews

APPEAL PROCEDURES

Step 1

- A. If a teacher receiving a composite score rating of "Developing" or "Ineffective" disagrees with any portion of the APPR rating s/he, within 10 work days of receiving the composite score, will complete page 1 of the Appeals form found and forward it to the lead evaluator requesting a meeting.
- B. Once the email is received by the lead evaluator, the meeting between lead evaluator and teacher will occur within 5 work days.
- C. If at the conclusion of the meeting an agreement to settle the items in question is not reached, the teacher can file a written appeal to the Superintendent within 5 work days after the conclusion of the meeting with the lead evaluator.
- D. If at the conclusion of the meeting agreement to settle the items in question is reached, the appeal will be considered resolved and subject to no further appeal. This will be noted in the Appeals form.

Step 2

- A. If the meeting between the teacher and the lead evaluator as described in Step 1 fails to result in a resolution, the teacher may submit his or her appeal and all supporting documentation to the Superintendent or his/her designee for review by a 3-person panel within 5 work days after the meeting in Step 1. The panel will consist of 2 tenured Association unit members, chosen by the Association and 1 District Administrator to be chosen by the Superintendent and/or his/her designee. The District Administrator chosen must not be the original evaluator.
- B. Within 5 work days after receipt of the appeal, the 3-person panel will meet to consider the appeal and make a recommendation, based on consensus, on the appeal's merits. The affected teacher may not present any additional evidence or argument to the panel. Union representation may be present if requested by the teacher.
- C. The evaluator may also be present for the panel portion of the appeal but may not present any additional information to the panel.
- D. The panel will forward to the Superintendent a written recommendation on the appeal within 5 work days of the panel meeting.

Step 3

- A. The Superintendent will review the recommendation of the panel and issue a written response to the teacher within 10 work days of receipt of the panel's appeal decision. The appeal will be based on a written record, comprised of the teacher's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and any additional documentary evidence submitted with such papers. Such decision will be final and binding on the parties.
- B. The Superintendent has the right to affirm, modify or rescind the evaluation in question. The Superintendent may also order a new observation to take place using a different evaluator.
- C. Copies of the Superintendent's written decision will be sent to the original evaluator, to the members of the panel and to the teacher. A copy of the written appeal and relevant documentation will be placed in the teacher's personnel file.
- D. If an appeal is in response to a teacher composite score in which the Superintendent was an evaluator, the appeal will then be reviewed by a local superintendent and/or CA BOCES District Superintendent as chosen by the Superintendent.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A teacher may not file multiple appeals regarding the same performance review. All grounds for appeal must be raised with specificity within one appeal. Any grounds of which the teacher knew or should have known that are not raised at the time the appeal is filed will be deemed waived.

EXCLUSIVITY OF THE APPEALS PROCEDURE

The Wellsville Educators' Association and the District agree the determination of the appeal pursuant to the following process is final and binding. The determination is not subject to any further appeal pursuant to the grievance procedure. However, failure to abide by the agreed upon Appeal process is subject to the grievance procedure.

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

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Training of Evaluators and Lead Evaluators

- A. The District must ensure evaluators have training before conducting evaluations as part of the Measures of Teacher Effectiveness. All evaluators should be trained on the new APPR

requirements, but only lead evaluators need to be certified. The District will provide training and the Superintendent will certify lead evaluators.

B. The lead evaluator is the primary person responsible for a teacher's evaluation. Typically, the lead evaluator is the person who completes and signs the summative APPR. To the extent possible, the principal or his/her designee will be the lead evaluator of a classroom teacher.

C. An evaluator is any individual who conducts an evaluation of a teacher, including any person who conducts an observation or assessment as part of a teacher evaluation. For teachers, an evaluator may be a principal or other trained Wellsville Central School District administrator. WEA unit members will not evaluate other WEA unit members.

D. Training of evaluators and lead-evaluators: All evaluators attend Regional and District held trainings to ensure and maintain inter-rater reliability over time. Regional trainings include 2 full days and 3 half-days provided by CA BOCES using a turn-key model and hired experts on the Danielson model. District trainings include the use of Teachscape Focus system (this system is used individually by each evaluator and completed during the school year) and an Outside Education Expert (meets with evaluator team in group and individual meetings 10 days in a school year).

To qualify for certification, evaluators will be successfully trained and certified under the following guidelines and understandings per Regents Rules §30-2.9(b):

- (1) The understanding, demonstration and application of the New York State Teaching Standards, and their related elements and performance indicators.
- (2) The understanding, demonstration and application of evidence-based observation techniques that are grounded in research; (all evaluators are trained using the Danielson's Framework for Teaching (2011 Revised Edition).
- (3) The application and use of the student growth percentile model and the value-added growth models. A two-hour training module based on information provided by NYSED has been developed to present to all district administrators.
- (4) The application and use of the State-approved teacher rubric. Evaluators will attend trainings and use Teachscape system to ensure the effective application of such rubrics to observe a teacher or principal's practice. District trainings with District personnel. This will be an emphasis all year as a multitude of training opportunities and meetings will be used to continue in efforts to enhance and ensure inter-rater reliability among evaluators. This is lead by an Outside Education Expert 10 times per year.
- (5) Understand the application and use of any assessment tools that the school district utilizes to evaluate its classroom teachers. All principals and District administrators have had extensive training in the use of SLOs and have participated in all local decisions. No assessment tools have been selected that require additional training in their application or use.
- (6) Understand the application and use of any State-approved locally selected measures of student achievement used by the school district. Renaissance Learning STAR Literacy, STAR Reading, and STAR math assessments are the only State-approved third party assessments that will require training; administrators will be included in teacher trainings on their use.
- (7) Understand the use of the Statewide Instructional Reporting System. Principals receive ongoing updates from the Superintendent and Coordinator of Curriculum and Instruction on the information provided by NYSED regarding the Instructional Reporting System.
- (8) Understand and execute the agreed upon scoring methodology utilized by the district to evaluate a teacher, 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 overall rating and their subcomponent ratings. All principals and District administrators, as well as the Wellsville Teachers Association (WTA) and the Wellsville Administrators Association (WAA), have and will continue to participate in the scoring decisions that relate to APPR.
- (9) Take specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

E Certification of Evaluators: The Superintendent of Schools is responsible to certify all evaluators. The Superintendent will certify and recertify evaluators on a yearly basis. The superintendent reviews the results of the Teachscape Focus system and reviews samplings of evaluations from each evaluator completed throughout the school year as part of the process to ensure that each evaluator maintains inter-rater reliability over time. The superintendent uses these results as evidence to certify all evaluators.

6.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:	Checked
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- (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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
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6.6) Assurances -- Teachers

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 04/30/2013

Last updated: 06/18/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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

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

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

Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.).

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

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

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

Please check the boxes below:

Assure that the value-added growth score(s) provided by NYSED will be used, where applicable	Checked
Assure that the State-provided growth measure will be used if a value-added measure has not been approved	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 assessments 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. The district must select the type of assessment that will be used with the SLO from the options below.

- If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.
- Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.
- If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

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 grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of 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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	PK-5	State assessment	NYS Grades 3-5 English Language Arts and Math Assessments
	6-8	State assessment	NYS Grades 6-8 English Language Arts and Math Assessments
	9-12	State assessment	NYS Algebra 1, ELA, all other applicable Regents Assessments

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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

<p>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.</p>	<p>The district will utilize the State-provided growth score for the above listed principals. If such score represents less than 30% of the students supervised by the principal, the district will set SLOs for the largest course(s) in the building until at least 30% of students are covered. For the K-5 principal, this will start with grade 3. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided score will then be weighted proportionately with the SLO result(s) for a final HEDI score. The SLO process will be as follows: based upon baseline data, the principal will collaborate with the superintendent or designee to set target scores per student, per assessment, based available baseline data. Individual student targets per assessment will be quantified and differentiated based on student baseline data. Approval of target scores are made by the superintendent. The post-assessment results will be used to calculate each student's success on his/her growth goals based on each students' individual target score being reached or not. The principal will calculate an overall percentage of how many students reached their target. The percent of students reaching their target will be put into the H.E.D.I scale to determine the principal's score. When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as allowed by SED. The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth.</p>
<p>Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).</p>	<p>Evidence indicates exceptional student learning gains. Percent meeting growth target with score: 20 = 96-100% 19 = 90-95% 18 = 85-89%</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>Evidence indicates significant student learning gains. Percent meeting growth target score: 17 = 82-84% 16 = 79-81% 15 = 76-78% 14 = 73-75% 13 = 71-72% 12 = 69-70% 11 = 67-68% 10 = 66% 9 = 65%</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>Evidence indicates some student learning gains. Percent meeting growth target score: 8 = 63-64% 7 = 61-62% 6 = 60% 5 = 58-59% 4 = 56-57% 3 = 55%</p>
<p>Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).</p>	<p>Evidence indicates little to no student learning gains. Percent meeting growth target with score: 2 = 41-54% 1 = 15-40% 0 = 0-14%</p>

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 assigning points to a principal's score for this subcomponent, 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 the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

The only controls used in setting targets for Comparable Growth Measures will be student prior academic history.

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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	Checked
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
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked

Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Checked

8. Local Measures (Principals)

Created: 04/30/2013

Last updated: 06/18/2015

For guidance on locally selected measures of student achievement or growth, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: "[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment." For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: "GVEP-Developed Grade 7 Social Studies Assessment."

Also note: if your district/BOCES is using the same assessment for both the State growth or other comparable measures subcomponent and the locally-selected measures subcomponents, be sure that a *different* measure of student performance is being used with the assessment (e.g., achievement rather than growth; growth measured in a different manner).

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

In the table below, please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth or value-added measure (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a measure of growth or achievement from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.1 should be the same as those listed in Task 7.1.

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/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	K-5	(d) measures used by district for teacher evaluation	Grades K-1 STAR Early Literacy Enterprise

	K-5	(d) measures used by district for teacher evaluation	Grades 1-5 STAR Reading Enterprise
	K-5	(d) measures used by district for teacher evaluation	Grades 1-5 STAR Math Enterprise
	6-8	(d) measures used by district for teacher evaluation	Grades 6-8 STAR Reading Enterprise
	6-8	(d) measures used by district for teacher evaluation	Grades 6-8 STAR Math Enterprise
	9-12	(g) % achieving specific level on Regents or alternatives	NYS Comprehensive English Regents Assessment and Common Core English Regents Assessment- (principal will use the higher of the two assessment scores); NYS U.S. History and Government Regents Assessment; NYS Global History and Government Regents Assessment; NYS Living Environment Regents Assessment; and NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment- (principal will use the higher of the two assessment scores)

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>Grade Configuration K-5 and 6-8: 50% of principal's score based on the total percentage of students meeting established growth targets and remaining 50% of principal's score based on the total percentage of students meeting established achievement targets. Both portions will be averaged equally resulting in a percentage score that is then converted to Local points using HEDI Conversion chart specifically for principals K-5 and 6-8.</p> <p>Grade Configuration 9-12: Total percentage of the current years cohort of students achieving a passing target (65) or higher on the 5 required exams (as defined by the district): NYS Comprehensive English Regents Assessment and Common Core English Regents Assessment; NYS U.S. History and Government Regents Assessment; NYS Global History and Government Regents Assessment; NYS Living Environment Regents Assessment; and NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment. The resulting total percentage score is then converted to Local points using the HEDI Conversion chart specifically for principal 9-12. When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as allowed by SED.</p> <p>See attachment 8.1 for further description.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are well-above District expectations for growth or achievement of student learning standards for grade/subject. The scores for this category range from 14-15 (a rubric conversion from 76% to 100% for principals in K-5 and 6-8; a rubric conversion from 90% to 100% for principal 9-12.)</p> <p>See attachment 8.1 for further description.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results meet District expectations for growth or achievement of student learning standards for grade/subject. The scores for this category range from 8-13 (a rubric conversion from 36% to 75% for principals in K-5 and 6-8; a rubric conversion from 80% to 89% for principal 9-12.)</p> <p>See attachment 8.1 for further description.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are below District expectations for growth or achievement of student learning standards for grade/subject. The scores for this category range from 3-7 (a rubric conversion from 12% to 35% for principals in K-5 and 6-8; a rubric conversion from 62% to 79% for principal 9-12.)</p> <p>See attachment 8.1 for further description.</p>

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 assigning points to a principal's score for this subcomponent, the rationale for including such factors, and the processes that will be used to mitigate potentially problematic incentives associated with the controls or adjustments.

(No response)

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.

For full description of the district's process, see upload- Form 8 1 Admin Appendix B Local Student Achievement Measures Wellsville CSD 2013 2014.docx

8.5) Assurances

Please check all of the boxes below:

Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
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
Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
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
Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
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

<p>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.</p>	<p>Check</p>
<p>Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.</p>	<p>Check</p>
<p>Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.</p>	<p>Check</p>
<p>Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.</p>	<p>Check</p>

9. Other Measures of Effectiveness (Principals)

Created: 04/30/2013

Last updated: 03/25/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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9.1) Principal Practice Rubric

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

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

Rubric	Marzano's School Administrator Rubric
Second rubric (if applicable)	(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 point 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 point 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, label accordingly, 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 assigning any points to "ambitious and measurable goals":

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

9.4) Sources of Evidence (if applicable)

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

Structured feedback from teachers using a State-approved tool	(No response)
Structured feedback from students using a State-approved tool	(No response)
Structured feedback from families using a State-approved tool	(No response)
School visits by other trained evaluators	(No response)
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:

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(No response)
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Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

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

K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

Assure that all ISLLC 2008 Leadership Standards are assessed at least one time per year.	Checked
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
Assure that it is possible for a principal to earn each point, including 0, for the "other measures" subcomponent.	Checked
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.

Each Domain will receive an average score out of 4. This is based on the score of each of the Components being averaged together within that Domain. For example, Domain 1 has five Components. Each Component of each Domain will receive an individual rating between 1 to 4 and will be assigned by the superintendent. To determine a rating per each Component for each Domain the superintendent will use: two site visits- one announced using scores of 4 (HE), 3 (E), 2 (D) and 1 (I), and one unannounced using scores of 4 (HE), 3 (E), 2 (D) and 1 (I); and consider discussions and reviews that include joint analysis of school building data and NYS accountability reports and planned actions as they align to each Domain and its Components. The superintendent will average the multiple scores for the same Component to reach a score for each Component in each Domain. All Component scores within the Domain will then be averaged. The Domain will then receive an Overall Domain Average Score. Each Overall Domain Average Score received by the principal will be added together and divided by 5 to reach an Overall Average Rubric Score. The Overall Average Rubric Score will then be located on the conversion chart on for its converted Points score and the Points will then be used towards the overall composite score.

The rubric scores listed are the minimum values necessary to receive HEDI points.

For full description of process and calculations see attachment for 9.7

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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12205/590449-pMADJ4gk6R/Form 9 7 Appendix C Leadership and Management Wellsville CSD APPR 2013 2014 2.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.	The principal exceeds the standards and applies relevant leadership practices and is able to adapt them to building needs, teacher practices and student learning. These practices have a consistently positive impact. The scores for this category range from 59-60 (a rubric conversion from 3.5-4). See attachment 9.7.
Effective: Overall performance and results meet standards.	The principal applies relevant leadership practices and is able to adapt them to building needs, teacher practices and student learning. These practices have a positive impact. The scores for this category range from 57-58 (a rubric conversion from 2.5 – 3.4). See attachment 9.7.
Developing: Overall performance and results need improvement in order to meet standards.	The principal is using relevant leadership practices but the practices need further refinement. With refinement, the impact on building needs, teacher practices and student learning can be increased. The scores for this category range from 50-56 (a rubric conversion from 1.5-2.4). See attachment 9.7.
Ineffective: Overall performance and results do not meet standards.	The leadership practices are not being used or need reconsideration because they are not having their intended effects on building needs, teacher practices and student learning. The scores for this category range from 0-49 (a rubric conversion from 1.000 – 1.400). See attachment 9.7.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	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, April 30, 2013

Updated Thursday, February 26, 2015

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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 scoring ranges for principals for whom there is no approved Value-Added measure of student growth will be:

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 9.7), from 0 to 60 points

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

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

Where Value-Added growth measure applies
 Growth or Comparable Measures
 Locally-selected Measures of
 growth or achievement
 Other Measures of Effectiveness
 (60 points)

Overall
 Composite Score

Highly Effective
 22-25
 14-15
 Ranges determined locally--see above
 91-100

Effective
 10-21
 8-13
 75-90

Developing
 3-9
 3-7
 65-74

Ineffective
 0-2
 0-2
 0-64

11. Additional Requirements - Principals

Created: 04/30/2013

Last updated: 07/22/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Principal Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on www.EngageNY.org at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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
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 the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

For a list of supported file types, go to the Resources folder (above) and click Technical Tips. Please be sure to update a document with a form layout, with fillable spaces and not just a narrative.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5276/197938-Df0w3Xx5v6/Principal%20Improvement%20Plan%20Form.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:

Appendix D: APPEAL PROCESS

The District and the Administrators agree that by using the following Appeal Process, a principal may challenge issues related to his or her APPR.

Section A APPEALS OF DEVELOPING & INEFFECTIVE RATINGS ONLY

Appeals of an APPR shall be limited only to those where the Principal has received an overall rating of “developing” or “ineffective” based on his/her single composite effectiveness score.

Section B WHAT MAY BE CHALLENGED IN AN APPEAL

In an appeal, the Principal may challenge:

1. the substance of the evaluation(s);
2. the school district’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c;
3. the adherence to the Commissioner’s regulations, as applicable to such reviews;
4. compliance with any applicable locally negotiated procedures applicable to APPR’s or improvement plans; and
5. the district’s issuance and/or implementation of the terms of the principal improvement plan (PIP) under Education Law §3012-c.

Section C PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same APPR or PIP. All grounds for appeal must be raised by the principal with specificity and must be raised within one appeal. Under no circumstances shall a principal submit more than one APPR/PIP Appeal relating to the same APPR/PIP. Any grounds not raised at the time the appeal is filed shall be deemed waived.

Section D BURDEN OF PROOF

In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which the principal bases his appeal.

Section E TIME FRAME FOR FILING AN APPEAL

1. Appeals of an APPR and/or PIP must be submitted in writing to the Superintendent no later than 10 business days after receipt by the principal of a copy of the APPR or PIP. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal. All such steps and resolution of the appeals process will occur in a timely and expeditious manner in accordance with Education Law 3012-c.
2. When filing an appeal, the principal must submit a detailed written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan and any additional materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.
3. Any timeline established herein may be waived by the Principal’s and Superintendent’s written agreement.

TIMEFRAME FOR DISTRICT RESPONSE

1. For Appeals of a “Developing” Rating:

A. Within five (5) business days of receipt of the appeal, the Superintendent will meet with the Principal to discuss his/her appeal. The Principal will be entitled to Association representation at his/her request.

B. Within ten (10) business days of meeting with the Principal, the Superintendent must submit a written decision on the merits of the

appeal. Such a decision will be final.

2. For Appeals of an "Ineffective" Rating:

A. For Appeals of an "Ineffective" Rating, the Principal may elect to submit his/her appeal directly to the Superintendent or he/she may elect to submit his/her appeal to a Review Panel.

B. If the Principal elects to submit his/her Appeal directly to the Superintendent:

- 1) Within five (5) business days of receipt of the appeal, the Superintendent will meet with the Principal and the Principal may present his/her written appeal. The Principal will be entitled to Association representation at the Principal's request.
- 2) Within ten (10) business days of meeting with the Principal, the Superintendent must submit a written decision on the merits of the appeal. Such a decision will be final.

C. If the Principal elects to submit his/her Appeal to a Review Panel:

- 1) The Panel will consist of one Administrator selected by the Superintendent; one Administrator selected by the Principal; and one Administrator jointly selected by the Superintendent and Administrators' Unit.
- 2) Within seven (7) business days of receipt of the appeal, the Panel will meet with the principal, and the principal will be provided the opportunity to present his/her written appeal. The Principal will be entitled to Association representation at his/her request. The Superintendent may provide additional documents or written materials to the Panel collected by the Superintendent that are specific to the point(s) of disagreement and that are relevant to the resolution of the appeal.
- 3) Within five (5) business days of the Principal's presentation of his/her appeal, the Panel will render a written recommendation, either individually or collectively at the Panel's option, to the Superintendent.
- 4) Within ten (10) business days of receipt of the Panel's recommendation, the Superintendent must meet with the Principal and provide the Principal a written decision on the merits of the appeal. Such a decision will be final.

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

Describe the process for training lead evaluators and evaluators. Your description must include 1) the process for training lead evaluators and evaluators, 2) the process for the certification and re-certification of lead evaluators, 3) the process for ensuring inter-rater reliability, 4) the nature (content) and the duration (how many hours, days) of such training.

Training of Lead Evaluators and Evaluators and Certification of Evaluators: For Principals

A. The District must ensure the evaluator of principals has training before conducting evaluations as part of the Measures of Principal Effectiveness. The evaluator should be trained on the new APPR requirements and be certified. Training will be held at a minimum of one day per year. The District will provide training for Superintendent. Upon gathering ample documentation that the Superintendent has been properly trained, the Superintendent will recommend to the Board of Education that s/he be certified to conduct principal evaluations.

B. The superintendent is the primary person responsible for the principal's evaluation.

C. Training of evaluator (superintendent): The superintendent will attend Regional and District held trainings to ensure and maintain inter-rater reliability over time. Regional trainings are provided by BOCES and if offered by other providers using a turn-key model and hired Marzano Model consultant. District trainings include an Outside Education Expert.

To qualify for certification, the evaluator will be successfully trained and certified under the following guidelines and understandings per Regents Rules §30-2.9(b):

- (1) The understanding, demonstration and application of the New York State Educational Leadership Policy Standards, and their related

elements and performance indicators.

(2) The understanding, demonstration and application of evidence-based observation techniques that are grounded in research; (the evaluator is trained using the Marzano's School Administrator Rubric).

(3) The application and use of the student growth percentile model and the value-added growth models. A two-hour training module based on information provided by NYSED has been developed to present to all district administrators.

(4) The application and use of the State-approved Principal Practice rubric. The evaluators will attend trainings on the Marzano's School Administrator Rubric to ensure the effective application of such rubrics to observe a principal's practice. This will be an emphasis all year as a multitude of training opportunities and meetings will be used to continue in efforts to enhance and ensure inter-rater reliability among evaluators. This is led by an Outside Education Expert.

(5) Understand the application and use of any assessment tools that the school district utilizes to evaluate its principals. No assessment tools have been selected that require additional training in their application or use.

(6) Understand the application and use of any State-approved locally selected measures of student achievement used by the school district. Renaissance Learning STAR Literacy, STAR Reading, and STAR math assessments are the only State-approved third party assessments that will require training; superintendent will be included in teacher trainings on their use.

(7) Understand the use of the Statewide Instructional Reporting System. Principals receive ongoing updates from the Superintendent and Coordinator of Curriculum and Instruction on the information provided by NYSED regarding the Instructional Reporting System

(8) Understand and execute the agreed upon scoring methodology utilized by the district to evaluate a principal, 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 principal's overall rating and their subcomponent ratings. All principals and District administrators, as well as the Wellsville Teachers Association (WTA) and the Wellsville Administrators Association (WAA), have and will continue to participate in the scoring decisions that relate to APPR.

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

D. Certification of Evaluators: Upon gathering ample documentation that the Superintendent has been properly trained, the Superintendent will recommend to the Board of Education that s/he be certified to conduct principal evaluations. The superintendent reviews the training sessions they attend, their work sessions with the Outside Education Expert and regular interactive review and analysis of evidence collected, by principal, throughout the school year as part of the process to ensure that they maintain inter-rater reliability over time; this includes . The superintendent uses these results as part of their evidence when asking for the Board of Education that s/he be certified or recertified to conduct principal evaluations.

11.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:	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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
---	---------

11.6) Assurances -- Principals

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 04/30/2013

Last updated: 07/31/2015

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](#). Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/590452-3Uggn5g9lu/Wellsville%20CSD%20APPR%20District%20Certification%20Form%202014-2015%20Signatures.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.

Form 2.10) All Other Courses--- Wellsville CSD

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
Health- Grade 8		State Assessment	Wellsville CSD developed grade 8 Health specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
Technology- Grade 7		State Assessment	Wellsville CSD developed grade 7 Technology specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
Technology- Grade 8		State Assessment	Wellsville CSD developed grade 8 Technology specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
Family and Consumer Sciences- Grade 7		State Assessment	Wellsville CSD developed grade 7 Family and Consumer Sciences specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	

Course(s) or Subject(s)	Option		Assessment
Family and Consumer Sciences- Grade 8		State Assessment	Wellsville CSD developed grade 8 Family and Consumer Sciences specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
Spanish- Grade 7		State Assessment	Wellsville CSD developed grade 7 Spanish specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
French- Grade 7		State Assessment	Wellsville CSD developed grade 7 French specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
French- Grade 8		State Assessment	CA BOCES Regionally developed grade 8 French specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	

Course(s) or Subject(s)	Option		Assessment
High School Band- Grades 9, 10, 11 & 12 (inclusive)		State Assessment	Wellsville CSD developed High School Band grades 9, 10, 11 & 12 (inclusive) specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
High School Chorus- Grades 9, 10, 11 & 12 (inclusive)		State Assessment	Wellsville CSD developed High School Chorus grades 9, 10, 11 & 12 (inclusive) specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
High School Orchestra- Grades 9, 10, 11 & 12 (inclusive)		State Assessment	Wellsville CSD developed High School Orchestra grades 9, 10, 11 & 12 (inclusive) specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
English Language Arts (ELA)- Grade 12		State Assessment	Wellsville CSD developed grade 12 English Language Arts specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	

Course(s) or Subject(s)	Option		Assessment
College Level English Composition- Grade 12		State Assessment	Wellsville CSD developed grade 12 College Level English Composition specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
College Level Math Statistics- Grade 12		State Assessment	Wellsville CSD developed grade 12 College Level Math Statistics specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
Economics- Grade 12		State Assessment	Wellsville CSD developed grade 12 Economics specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
Spanish Level 2- Grades 9 & 10 (inclusive)		State Assessment	Wellsville CSD developed grades 9 & 10 (inclusive) Spanish Level 2 specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	

Course(s) or Subject(s)	Option		Assessment
Spanish Level 3- Grades 10 & 11 (inclusive)		State Assessment	CA BOCES Regionally developed grades 10 & 11 (inclusive) Spanish Level 3 specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
High School Studio in Art- Grades 9, 10, 11 & 12 (inclusive)		State Assessment	Wellsville CSD developed grades 9, 10, 11 & 12 (inclusive) Studio in Art specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
High School Drawing and Painting- Grades 9, 10, 11 & 12 (inclusive)		State Assessment	Wellsville CSD developed grades 9, 10, 11 & 12 (inclusive) Drawing and Painting specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
High School Ceramic and Sculpture- Grades 9, 10, 11 & 12 (inclusive)		State Assessment	Wellsville CSD developed grades 9, 10, 11 & 12 (inclusive) Ceramic and Sculpture specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	

Course(s) or Subject(s)	Option		Assessment
High School Physical Education 9/10- Grades 9 and 10 (inclusive)		State Assessment	Wellsville CSD developed grades 9 & 10 (inclusive) Physical Education 9/10 specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
High School Physical Education 11/12- Grades 11 and 12 (inclusive)		State Assessment	Wellsville CSD developed grades 11 & 12 (inclusive) Physical Education 11/12 specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
High School Business- Financial Literacy- Grades 9, 10, 11 & 12 (inclusive)		State Assessment	Wellsville CSD developed grades 9, 10, 11 & 12 (inclusive) Financial Literacy specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
High School Business- Marketing- Grades 9, 10, 11 & 12 (inclusive)		State Assessment	Wellsville CSD developed grades 9, 10, 11 & 12 (inclusive) Marketing specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	

Course(s) or Subject(s)	Option		Assessment
High School Business- Computer Applications- Grades 9, 10, 11 & 12 (inclusive)		State Assessment	Wellsville CSD developed grades 9, 10, 11 & 12 (inclusive) Computer Applications specific Assessment
		State-approved 3 rd party assessment	
	X	District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
Grades 4-8 ELA and Math Teachers not receiving a State provided Growth Score	x	State Assessment	NYS Grades 4-8 ELA and Math Assessments
		State-approved 3 rd party assessment	
		District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
		State Assessment	
		State-approved 3 rd party assessment	
		District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	
		State Assessment	
		State-approved 3 rd party assessment	
		District , Regional, or BOCES-developed	
		School/BOCES-wide/group/team results based on State	

Wellsville Central School District

Locally Selected Measures 20 points – (15 points with VAM)

The teacher's local measure score will be subject to negotiations between the parties and will be administered in compliance with New York State Education Law 3012-c.

Calculation of the local measure score will be differentiated according to school building, grade level, and/or teacher course schedule. Below outlines, by school building, course/subject area and/or grade level, local measures. Teachers in grades Kindergarten through 8th grade will use the STAR Enterprise. Teachers in grades 9 – 12 will use New York State Regents exams and a locally negotiated process based on student achievement and growth on assessments. Teachers who provide instruction in both primary and secondary buildings (Primary = K-5, Secondary = 6-12) will have their score prorated and weighted accordingly.

For classroom teachers, the point conversion and HEDI score will be calculated using the 20 point conversion chart (chart 1) found in this document unless there is an approved Value-Added measure for student growth.

For classroom teachers for whom there is an approved Value-Added measure for student growth on the State Assessment, 15% of his/her Composite score will come from the Local Measure score. For these classroom teachers, the point conversion and HEDI score will be calculated using the 15 point conversion chart (chart 2) found in this document.

Teachers using STAR Assessment System for Local Measures in Grades K – Grade 8

Each teacher from Kindergarten through grade 8 will receive a local measure score between the values of 0 and 20 each school year

For the use of each assessment there will be a growth score and an achievement score. Growth scores will be measured via a pre- and post-assessment process. Achievement scores will be measured against STAR Enterprise grade level targets using the post-assessment.

For each school year, the Elementary School and Middle School will each use a school-wide scoring process for the Locally Selected Measures portion.

- Elementary School- All teachers including grade levels K-5, Specials Area and Support Teachers (Reading and Math)
- Middle School- All teachers including grade levels 6-8, Specials Area (Unified Arts) and Support Teachers (Reading)

Assessments by school:

- Elementary- STAR Early Literacy Enterprise, STAR Reading Enterprise and STAR Math Enterprise
- Middle- STAR Reading Enterprise and STAR Math Enterprise

Step 1: Assessment Process 1: Growth = Teachers may collaborate with the Principal to set target scores per student. The Principal has final approval of the set target(s). Individual student targets will be set based on each students' STAR Enterprise pre-assessment results. The pre- and post-assessment results will be used to calculate each students' success on his/her growth goals based on each students' individual target score being reached or not. The district will calculate an overall percentage of how many students reached their target goal by each school building (ES=K-5 and MS=6-8).

Step 2: Assessment Process 2: Achievement = Using the proficiency benchmarks for each grade level established by STAR Enterprise, the overall percentage of students who meet or exceed benchmarks will determine the achievement percentage score. The district will calculate an overall percentage of how many students reached the proficiency benchmark by each school building (ES=K-5 and MS=6-8).

Step 3: Calculation Process: Each school-wide score (ES=K-5 and MS=6-8) will be calculated using the final percentage from Step 1- Process 1 and final percentage from Step 2- Process 2. The resulting percentages from each Process will be averaged equally to render a single overall percentage. (See calculation example A). This percentage score will be converted to a local measure H.E.D.I. score using the conversion chart found in this document.

Each teacher in grades K – 8 will receive an individual H.E.D.I score based on the school-wide score (ES=K-5 and MS=6-8).

Calculation Example A: For Middle School

Step 1- Calculation of Growth					Step 2- Calculation of Achievement						
Grade	Test	Total Students	Total Met Goal	% Met Growth Goal	Grade	Test	Total Students	Total Met Goal	% Met Achieve Goal		
6	Reading	88	71		6	Reading	88	76			
7	Reading	97	78		7	Reading	97	83			
8	Reading	86	78		8	Reading	86	74			
6	Math	88	65		6	Math	88	78			
7	Math	97	84		7	Math	97	90			
8	Math	86	79		8	Math	86	81			
Totals:		542	455		83.95%	Totals:		542		482	88.93%
Step 3- Calculation of Final Percentage based on Steps 1 and 2											
Step 1: Average Growth % & Achieve %				Step 2: Apply the resulting % to Local HEDI Table				Step 3: Determine converted score			
$\frac{83.95\%+88.93\%}{2} = 86.44\%$				Locate range where 86.44% falls. On Local HEDI Table, 86.44% is between 76-87 = 18 points				Final Local HEDI score would be 18 points out of 20.			

CONVERSION CHARTS FOR LOCAL MEASURE OF STUDENT ACHIEVEMENT

Local Measures for Teachers - HEDI Conversion Charts

Locally Selected Measures of Student Achievement- K-12

Chart 1

20 Point HEDI Conversion Chart

				71%-75%	17				
				66%-70%	16				
				61%-65%	15				
				32%-35%	8			56%-60%	14
				28%-31%	7			52%-55%	13
		24%-27%	6	48%-51%	12				
8%-11%	2	20%-23%	5	44%-47%	11	93%-100%	20		
4%-7%	1	16%-19%	4	40%-43%	10	88%-92%	19		
0%-3%	0	12%-15%	3	36%-39%	9	76%-87%	18		
Ineffective		Developing		Effective		Highly Effective			

Chart 2

15 Point (Value Added) HEDI Conversion Chart

				69%-75%	13				
				31%-35%	7			62%-68%	12
				26%-30%	6			55%-61%	11
8%-11%	2	21%-25%	5	48%-54%	10				
4%-7%	1	16%-20%	4	42%-47%	9	88%-100%	15		
0%-3%	0	12%-15%	3	36%-41%	8	76%-87%	14		
Ineffective		Developing		Effective		Highly Effective			

Form 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 an attachment.

From Appendix A: Teachers using STAR Assessment System for Local Measures		
See Form 3.13 for HEDI Table and Calculation Process.		
Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art-Grade K	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
Art-Grade 1	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
Art- Grade 2	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
Art- Grade 3	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
Art- Grade 4	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
Art-Grade 5	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
Music- Grade K	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
Music- Grade 1	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
Music- Grade 2	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
Music- Grade 3	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)

		Math Enterprise Assessments (Grades 1-5)
Library- Grade 5	6(ii) School-wide measure computed locally	STAR Early Literacy Enterprise Assessments (Grades K & 1), STAR Reading Enterprise Assessments (Grades 1-5) and STAR Math Enterprise Assessments (Grades 1-5)
Reading Intervention- Grade 6	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Reading Intervention- Grade 7	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Reading Intervention- Grade 8	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Art- Grade 6	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Art- Grade 7	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Art- Grade 8	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Physical Education- Grade 6	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Physical Education- Grade 7	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Physical Education- Grade 8	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Middle School Band- Grade 6	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Middle School Band- Grades 7 & 8	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Middle School Orchestra- Grade 6	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Middle School Orchestra- Grades 7 & 8	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Health- Grade 6	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Health- Grade 7	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Health- Grade 8	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Technology- Grade 6	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Technology- Grade 7	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR

		Math Enterprise Assessments (Grades 6-8)
Technology- Grade 8	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Family and Consumer Sciences- Grade 6	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Family and Consumer Sciences- Grade 7	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Family and Consumer Sciences- Grade 8	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Spanish- Grade 7	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
Spanish- Grade 8	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
French- Grade 7	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)
French- Grade 8	6(ii) School-wide measure computed locally	STAR Reading Enterprise Assessments (Grades 6-8) and STAR Math Enterprise Assessments (Grades 6-8)

From Appendix B: **Teachers in grades 9 - 12 using Group Achievement Score and individual Growth Score Local Measures**

For all Course(s) or Subject(s) listed below, each will use it's corresponding assessments per Step 2 Process of the Local Measures calculation.

All courses will use the following as part of Step 1 Process:

Step 1 Portion: Total percentage of students achieving a passing target or higher on the 5 required exams: NYS Comprehensive English Regents Assessment and Common Core English Regents Assessment- (teachers will use the higher of the two assessment scores); NYS U.S. History and Government Regents Assessment; NYS Global History and Government Regents Assessment; NYS Living Environment Regents Assessment; and NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment- (teachers will use the higher of the two assessment scores).

See Form 3.13 for HEDI Table and Calculation Process.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment used for Step 2
High School Band- Grades 9, 10, 11 & 12 (inclusive)	6(ii) School-wide measure computed locally	Wellsville CSD developed High School Band grades 9, 10, 11 & 12 (inclusive) specific Assessment
High School Chorus- Grades 9, 10, 11 & 12 (inclusive)	6(ii) School-wide measure computed locally	Wellsville CSD developed High School Chorus grades 9, 10, 11 & 12 (inclusive) specific Assessment
High School Orchestra- Grades 9, 10, 11 & 12 (inclusive)	6(ii) School-wide measure computed locally	Wellsville CSD developed High School Orchestra grades 9, 10, 11 & 12 (inclusive) specific Assessment
English Language Arts (ELA)- Grade 12	6(ii) School-wide measure computed locally	Wellsville CSD developed grade 12 English Language Arts specific Assessment
College Level English Composition- Grade 12	6(ii) School-wide measure computed locally	Wellsville CSD developed grade 12 College Level English Composition specific Assessment
College Level Math Statistics- Grade 12	6(ii) School-wide measure computed locally	Wellsville CSD developed grade 12 College Level Math Statistics specific Assessment
Economics- Grade 12	6(ii) School-wide measure computed locally	Wellsville CSD developed grade 12 Economics specific Assessment
Spanish Level 2- Grades 9 & 10 (inclusive)	6(ii) School-wide measure computed locally	Wellsville CSD developed grades 9 & 10 (inclusive) Spanish Level 2 specific Assessment
Spanish Level 3- Grades 10 & 11 (inclusive)	6(ii) School-wide measure computed locally	CA BOCES Regionally developed grades 10 & 11 (inclusive) Spanish Level 3 specific Assessment
High School Studio in Art- Grades 9, 10, 11 & 12 (inclusive)	6(ii) School-wide measure computed locally	Wellsville CSD developed grades 9, 10, 11 & 12 (inclusive) Studio in Art specific Assessment

High School Drawing and Painting- Grades 9, 10, 11 & 12 (inclusive)	6(ii) School-wide measure computed locally	Wellsville CSD developed grades 9, 10, 11 & 12 (inclusive) Drawing and Painting specific Assessment
High School Ceramic and Sculpture- Grades 9, 10, 11 & 12 (inclusive)	6(ii) School-wide measure computed locally	Wellsville CSD developed grades 9, 10, 11 & 12 (inclusive) Ceramic and Sculpture specific Assessment
High School Physical Education 9/10- Grades 9 and 10 (inclusive)	6(ii) School-wide measure computed locally	Wellsville CSD developed grades 9 & 10 (inclusive) Physical Education 9/10 specific Assessment
High School Physical Education 11/12- Grades 11 and 12 (inclusive)	6(ii) School-wide measure computed locally	Wellsville CSD developed grades 11 & 12 (inclusive) Physical Education 11/12 specific Assessment
High School Business- Financial Literacy- Grades 9, 10, 11 & 12 (inclusive)	6(ii) School-wide measure computed locally	Wellsville CSD developed grades 9, 10, 11 & 12 (inclusive) Financial Literacy specific Assessment
High School Business- Marketing- Grades 9, 10, 11 & 12 (inclusive)	6(ii) School-wide measure computed locally	Wellsville CSD developed grades 9, 10, 11 & 12 (inclusive) Marketing specific Assessment
High School Business- Computer Applications- Grades 9, 10, 11 & 12 (inclusive)	6(ii) School-wide measure computed locally	Wellsville CSD developed grades 9, 10, 11 & 12 (inclusive) Computer Applications specific Assessment

Wellsville Central School District

Locally Selected Measures 20 points – (15 points with VAM)

The teacher's local measure score will be subject to negotiations between the parties and will be administered in compliance with New York State Education Law 3012-c.

Teachers in grades Kindergarten through 8th grade will use the STAR Enterprise. Teachers in grades 9 – 12 will use New York State Regents exams and a locally negotiated process based on student achievement and growth on assessments. Teachers who provide instruction in both primary and secondary buildings (Primary = K-5, Secondary = 6-12) will have their score prorated and weighted accordingly.

For classroom teachers, the point conversion and HEDI score will be calculated using the 20 point conversion chart (chart 1) found in this document unless there is an approved Value-Added measure for student growth.

For classroom teachers for whom there is an approved Value-Added measure for student growth on the State Assessment, 15% of his/her Composite score will come from the Local Measure score. For these classroom teachers, the point conversion and HEDI score will be calculated using the 15 point conversion chart (chart 2) found in this document.

The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth.

Teachers using STAR Assessment System for Local Measures in Grades K – Grade 8

Each teacher from Kindergarten through grade 8 will receive a local measure score between the values of 0 and 20 each school year

For the use of each assessment there will be a growth score and an achievement score. Growth scores will be measured via a pre- and post-assessment process. Achievement scores will be measured against STAR Enterprise grade level targets using the post-assessment.

For the applicable school year, the Elementary School and Middle School will each use a school-wide scoring process for the Locally Selected Measures portion.

- Elementary School- All teachers including grade levels K-5, Specials Area and Support Teachers (Reading and Math)
- Middle School- All teachers including grade levels 6-8, Specials Area (Unified Arts) and Support Teachers (Reading)

Assessments by school:

- Elementary- STAR Early Literacy Enterprise, STAR Reading Enterprise and STAR Math Enterprise
- Middle- STAR Reading Enterprise and STAR Math Enterprise

Step 1: Assessment Process 1: Growth = Teachers may collaborate with the Principal to set target scores per student. The Principal has final approval of the set target(s). Individual student targets will be set based on each students' STAR Enterprise pre-assessment results. The pre- and post-assessment results will be used to calculate each students' success on his/her growth goals based on each students' individual target score being

reached or not. The district will calculate an overall percentage of how many students reached their target goal by each school building (ES=K-5 and MS=6-8).

Step 2: Assessment Process 2: Achievement = Using the proficiency benchmarks for each grade level established by STAR Enterprise, the overall percentage of students who meet or exceed benchmarks will determine the achievement percentage score. The district will calculate an overall percentage of how many students reached the proficiency benchmark by each school building (ES=K-5 and MS=6-8).

Step 3: Calculation Process: Each school-wide score (ES=K-5 and MS=6-8) will be calculated using the final percentage from Step 1- Process 1 and final percentage from Step 2- Process 2. The resulting percentages from each Process will be averaged equally to render a single overall percentage. (See calculation example A). This percentage score will be converted to a local measure H.E.D.I. score using the conversion chart found in this document.

Each teacher in grades K – 8 will receive an individual H.E.D.I score based on the school-wide score (ES=K-5 and MS=6-8).

Calculation Example A: For Middle School

Step 1- Calculation of Growth					Step 2- Calculation of Achievement				
Grade	Test	Total Students	Total Met Goal	% Met Growth Goal	Grade	Test	Total Students	Total Met Goal	% Met Achieve Goal
6	Reading	88	71		6	Reading	88	76	
7	Reading	97	78		7	Reading	97	83	
8	Reading	86	78		8	Reading	86	74	
6	Math	88	65		6	Math	88	78	
7	Math	97	84		7	Math	97	90	
8	Math	86	79		8	Math	86	81	
Totals:		542	455		83.95%	Totals:		542	
Step 3- Calculation of Final Percentage based on Steps 1 and 2									
Step 1: Average Growth % & Achieve %			Step 2: Apply the resulting % to Local HEDI Table			Step 3: Determine converted score			
$\frac{83.95\% + 88.93\%}{2} = 86.44\%$			Locate range where 86.44% falls. On Local HEDI Table, 86.44% is between 76-87 = 18 points			Final Local HEDI score would be 18 points out of 20.			

Teachers in grades 9 - 12 using Group Achievement Score and individual Growth Score Local Measures

Each teacher from grade 9 through grade 12 will receive a local measure score between the values of 0 and 20. This score will be based on an overall percentage calculated from averaging two processes. This overall percentage score will be converted to a local measure H.E.D.I. score for each teacher using the conversion chart found in this document.

The scoring results of the following two processes will be equally averaged together and will result in a single overall percentage.

Step 1: Assessment Process 1 - Student Achievement Portion- Group achievement score using: Total percentage of students achieving a passing target (65) or higher on the 5 required exams (as defined by NYSED).

1. NYS Comprehensive English Regents Assessment and Common Core English Regents Assessment- (teachers will use the higher of the two assessment scores),
2. NYS U.S. History and Government Regents Assessment,
3. NYS Global History and Government Regents Assessment,
4. NYS Living Environment Regents Assessment,
5. NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment- (teachers will use the higher of the two assessment scores).

The percentage of students who pass each the aforementioned exams will be averaged together resulting in a single overall percentage measure of achievement for Step 1. The single overall percentage is then applied to the HEDI Local Conversion Scale and change to points, out of 20. This point portion will be the same for all grade 9 – 12 teachers and will count towards half the overall calculation of Local score.

When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as allowed by SED.

Example Calculation

Step 1

Assessment Type		Total Students	Total achieve passing	Calculation equation	% Achieve Passing
NYS ELA	NYS Comp Regents	97	45	$\frac{70}{97} = 72.16$	72.16%
	NYS Common Core Regents		25		
NYS U.S. History and Government Regents		96	82	$\frac{82}{96} = 85.42$	85.42%
NYS Global History and Government Regents		113	90	$\frac{90}{113} = 79.65$	79.65%
NYS Living Environment		109	98	$\frac{98}{109} = 89.91$	89.91%
NYS Algebra	Integrated Algebra Regents	95	46	$\frac{80}{95} = 84.21$	84.21%
	Common Core Algebra		34		
Single Overall Percentage for Step 1					82.27%
Percentage converted to points from HEDI Local Conversion Chart for Step 1					18 points

Step 2: Assessment Process 2 – Student Growth Portion- Individual growth score based on the same assessments used for the SLO (the state 20% of the APPR process).

The same assessments used in the teacher’s SLO will be used to calculate the second half of a teacher’s local measure score. Although the same SLO assessments from the “first 20 points” of the APPR may be used for the local measure, a different measure must be used to calculate the local measure of student achievement per New York State Education Law 3012-c.

In Step 2, each teacher will receive an individual percentage based only on his/her assigned students. For each teacher, his/her class average for the pre-assessment will be calculated. The class average for the post-assessment will also be calculated. In order for a teacher to score 100% in Step 2 and receive 20 total points, s/he must meet the post-assessment class average target for his/her classroom. Pre-assessment and post-assessment targets appear in the following table.

Pre-Assessment and Post-Assessment Targets	
Pre- Assessment Class Average – Actual	Post-Assessment Class Average – Goal Receive Full 20 Points
0 – 30	55
31 – 40	65
41 – 50	70
51 – 64	80
65 – 84	90
85 – 90	95
91 – 100	100

However if the post-assessment class average falls short of the target , then a class-wide gap closing percentage will be calculated, which will be used with conversion charts 1 or 2 to assign HEDI points.

The gap closing percentage will be calculated as follows:

Step 1: Determine the actual gap closed by subtracting the actual class average pre-test score from the actual post-test score.

Step 2: Determine the target gap to close by subtracting the actual class average pre-test score from the post-assessment class average goal in the chart above.

Step 3: Determine the percentage of the target gap closed by dividing the result of Step 1 by the result of Step 2.

For example: if the class average on the pre-test is a 30 and the post-test average is 48, then this class has not met their post-test goal in order to receive 20 HEDI points for this process (process 2). In order to calculate this teacher’s HEDI score, first determine the actual gap closed. Here, 48 minus 30 equal 18 points. Second, determine the target gap to close. Here, 55 minus 30 equals 25 points. Third, divide the actual gap closed points (18) by the target gap closed points (25), which results in a final gap closed percentage of 72%. This would be aligned with the 15 and 20 point conversion charts below to assign a teacher 14 out of 15 HEDI points or 18 out of 20 points.

Note: When the class average pre-test score is a 65 or higher and the class average post-test score does not meet the target score, a minimum rigor expectation of 65 or higher will be used to determine the teacher’s HEDI score, with points being assigned on the percentage of students who meet or exceed this growth expectation.

Example Calculations for Step 2

Teacher	Pre-Assessment Score	Goal	Actual Post-Assessment Score	Resulting Gap Closed	Points awarded in Step 2
Teacher A	43	70	82	>100%	20 points
Teacher B	34	65	59	$\frac{59-34}{65-34} = 80.6\%$	18 points
Teacher C	30	55	48	$\frac{48-30}{55-30} = 72\%$	17 points

Step 3: Calculation Process:

The points from Step 1 will be averaged equally with the resulting points in Step 2 to calculate an overall point. This point is the Final score for Local Measure.

Teacher	Step 1 points	Step 2 points	Average Step 1 & 2	Final points for Local Score Portion
Teacher A	18	20	$\frac{18+20}{2} = 19$	19 points
Teacher B	18	18	$\frac{18+18}{2} = 18$	18 points
Teacher C	18	17	$\frac{18+17}{2} = 17.5 \rightarrow 18$	18 points

Teacher with more than one locally selected measure

If a teacher has more than one developed measure, the measures will each earn a score from 0-20 points to be used to compute an overall Step 2 sub-score. The District will weight each 20 points, proportionally, based on the number of students in each of the courses for the above measures. (Example: if a high school teacher will be using Ceramics I and Studio in Art and has 50 students in Ceramics I and 30 students in Studio in Art they will get a score from each measure out of 20 (Ceramics I - 18 and Studio in Art - 15). 50 out of 80 is .625 and .625 of 18 = 11.25; 30 out 80 students is .375 and .375 of 16 = 6, therefore their total would be 11.25 + 6 = 17.25, rounded to 17 out of 20). The resulting points (17 in this example), are averaged equally with the points from Step 1.

Step 1: Calculate points awarded using Step 2 Process from above

Teacher E	Pre-Assessment Score	Goal	Actual Post-Assessment Score	Resulting Gap Closed	Points awarded in Step 2
Course 1 (Ceramics)	15	55	45	$\frac{45-15}{55-15} = 75\%$	17 points
Course 2 (Studio in Art)	5	55	38	$\frac{38-5}{55-5} = 66\%$	16 points

Step 2: Calculate weighted points based on teacher's total enrollment for each course/class

Course	Total students in course	Total students overall	Calculated weight	Calculated points by weight	Total points for Step 2 Process
Course 1 (Ceramics)	50	80	$\frac{50}{80} = .625$	17 points x .625 = 10.63	10.63 + 6 = 16.63 points (Teacher receives 17 points)
Course 2 (Studio in Art)	30		$\frac{30}{80} = .375$	16 points x .375 = 6	

Step 3: Final Calculation: add Step 1 points to Step 2

Teacher	Step 1 points	Step 2 points	Average Step 1 & 2	Final points for Local Score Portion

Teacher E	18	17	$\frac{18+17}{2} = 17.5 \rightarrow 18$	18 points
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*Teachers who provide both primary and secondary instruction will have their score prorated and weighted accordingly based on their student roster(s).

CONVERSION CHARTS FOR LOCAL MEASURE OF STUDENT ACHIEVEMENT

Local Measures for Teachers - HEDI Conversion Charts

Locally Selected Measures of Student Achievement- K-12

Chart 1

20 Point HEDI Conversion Chart

				71%-75%	17		
				66%-70%	16		
				61%-65%	15		
		32%-35%	8	56%-60%	14		
		28%-31%	7	52%-55%	13		
		24%-27%	6	48%-51%	12		
8%-11%	2	20%-23%	5	44%-47%	11	93%-100%	20
4%-7%	1	16%-19%	4	40%-43%	10	88%-92%	19
0%-3%	0	12%-15%	3	36%-39%	9	76%-87%	18
Ineffective		Developing		Effective		Highly Effective	

Chart 2

15 Point (Value Added) HEDI Conversion Chart

				69%-75%	13				
				31%-35%	7			62%-68%	12
				26%-30%	6			55%-61%	11
8%-11%	2	21%-25%	5	48%-54%	10				
4%-7%	1	16%-20%	4	42%-47%	9	88%-100%	15		
0%-3%	0	12%-15%	3	36%-41%	8	76%-87%	14		
Ineffective		Developing		Effective		Highly Effective			

**Wellsville Central School District
Measure of Teacher Effectiveness
Updated February 1, 2014**

Calculating Each Domain Score

Each Domain will receive an average score out of 4. This is based on the score of each of the components being averaged together within that Domain. For example, Domain 1 has six components. Each Component of each Domain will receive an individual Rating between 1-4 and will be assigned by the lead evaluator. The lead evaluator will use the: Announced Observation scores of H, E, D, and I for each component, Unannounced Observation scores of H, E, D, and I for each component, Teacher submitted artifacts of Domains 1 and 4 for each component and walk-through data to determine a Rating per each Component for each Domain. The lead evaluator will average the multiple scores for the same component to reach score for each component in each Domain. All component scores within the Domain will then be averaged. The Domain then will receive an Overall Domain Average Score.

Example for Domain 1: Planning and Preparation

Domain 1 Components	Rating
1a. Demonstrating knowledge of content and pedagogy	2
1b. Demonstrating knowledge of students	3
1c. Setting instructional outcomes	3
1d. Demonstrating knowledge of resources	2
1e. Designing coherent instruction	3
1f. Designing student assessments	2
Overall Domain Average Score	$(2+3+3+2+3+2)/6 = 2.5$

This process is completed in the same manner for each of the other 3 Domains.

Domain 2 Components include: 2a, 2b, 2c, 2d and 2e

Domain 3 Components include: 3a, 3b, 3c, 3d, and 3e

Domain 4 Components include: 4a, 4b, 4c, 4d, 4e, and 4f

Calculating Overall Score of Teacher Effectiveness

When calculating the overall score (points) for the Local 60 Point Evaluation portion of the overall composite score, multipliers will be used as to add more emphasis in Domain areas that have been identified as priority. Non-tenured teachers will receive a different set of multipliers than tenured teachers as described in the table.

Domain Multipliers by Teacher Type

	Domain 1	Domain 2	Domain 3	Domain 4	Total
Non-Tenured	.24	.28	.26	.22	1.0
Tenured	.25	.22	.28	.25	1.0

Each Overall Domain Average Score received by the teacher will be multiplied by its corresponding multiplier; the weighted score is rounded to the nearest thousandth's place. The four Domain scores then will be added together to form a total score out of 4.

Example for Non-Tenured Teacher

	Domain 1	Domain 2	Domain 3	Domain 4	
Domain Score	2.5	3.2	2.4	3.1	Total Rubric Score 2.802
Multiplier	.24	.28	.26	.22	
Weighted Score	.600	.896	.624	.682	

The Total Rubric Score then will be located on the conversion chart on the following page for its converted Points score and the Points will then be used towards the overall composite score.

Rubric Score to Point Conversion Chart

The following conversion scale will be used to translate the overall average rubric score to the 60-point distribution for the composite teacher score. The lowest possible average rubric score is 1 and the highest possible average rubric score is 4.

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1.000 – < 1.5	0 - 49
Developing	1.5 – < 2.5	50 - 56
Effective	2.5 – < 3.5	57 - 58
Highly Effective	3.5 – 4	59 – 60

A weighted Total Rubric Score falling within the range of 1.0000 to 1.4999 (< 1.5000) will be rounded to the nearest thousandth. (See the Rules that apply to scores falling in the range of 1.450 to <1.500). The resulting rounded score will be converted to points within the Ineffective Band.

All scores computed ≥ 1.5000 will be rounded to the nearest tenth before being applied to the Conversion Chart. (See the Rules that apply to scores falling in the range of 2.450 to < 2.500 and 3.450 to < 3.500).

Rules apply to scores falling in the range of 1.450 to < 1.500, 2.450 to < 2.500 and 3.450 to < 3.500 below. If a teacher receives an averaged Rubric Score of:

Range of Averaged Score	Becomes Average Rubric Score of:	Resulting Point Converted Score
1.450 to < 1.500	1.400	49 points
2.450 to < 2.500	2.4	56 points
3.450 to < 3.500	3.4	58 points

Once an Average Rubric Score has been determined using the rules above, it is converted to Points. For Converted Points ending with a decimal, rounding rules apply per APPR Guidance Document. The attached conversion chart (below) represents scoring bands that have whole numbers and no rounding results in a change to a teacher's HEDI rating category.

*This conversion represents rounding results with no change to a teacher's HEDI rating category.

See HEDI rating chart for full rounding of Rubric Scores to Point Conversion.

Each teacher will receive his or her 60 point Measure of Teacher Effectiveness score by the last day of the school year. At this same time the teacher will receive a scoring summary of all the Domains and Subcomponents of the rubric.

At the teacher's request, evaluators will meet at least once with a teacher to discuss the evaluator's scoring rationale. Reasonable requests by the teacher for additional meetings with the evaluator will be considered.

Converting the Measure of Teacher Effectiveness HEDI Score for Use in the Composite Score

Ineffective 0-49		Developing 50-56		Effective 57-58		Highly Effective 59-60	
Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion	Average Rubric Score	Point Conversion
1.000	0	1.5	50	2.5	57	3.5	59
1.008	1	1.6	50.7 (round to 51)	2.6	57.2 (round to 57)	3.6	59.3 (round to 59)
1.017	2	1.7	51.4 (round to 51)	2.7	57.4 (round to 57)	3.7	59.5 (round to 59)
1.025	3	1.8	52.1 (round to 52)	2.8	57.6 (round to 58)	3.8	59.8 (round to 60)
1.033	4	1.9	52.8 (round to 53)	2.9	57.8 (round to 58)	3.9	60
1.042	5	2	53.5 (round to 54)	3	58	4	60.25 (round to 60)
1.050	6	2.1	54.2 (round to 54)	3.1	58.2 (round to 58)		
1.058	7	2.2	54.9 (round to 55)	3.2	58.4 (round to 58)		
1.067	8	2.3	55.6 (round to 56)	3.3	58.6 (round to 58)		
1.075	9	2.4	56.3 (round to 56)	3.4	58.8 (round to 58)		
1.083	10						
1.092	11						
1.100	12						
1.108	13						
1.115	14						
1.123	15						
1.131	16						
1.138	17						
1.146	18						
1.154	19						
1.162	20						
1.169	21						
1.177	22						
1.185	23						
1.192	24						
1.200	25						
1.208	26						
1.217	27						
1.225	28						
1.233	29						
1.242	30						
1.250	31						
1.258	32						
1.267	33						
1.275	34						
1.283	35						
1.292	36						
1.300	37						
1.308	38						
1.317	39						
1.325	40						
1.333	41						
1.342	42						
1.350	43						
1.358	44						
1.367	45						
1.375	46						
1.383	47						
1.392	48						
1.400	49						

Wellsville CSD APPR

Appendix D

Wellsville Central School District

Teacher Improvement Plan (TIP)

The principal will develop the TIP and review it with the teacher.

Teacher _____

Grade/Subject _____

Principal _____

[Teacher Association Representative _____]

Date _____

List the area(s) needing improvement identified in the annual evaluation. If there are several, indicate the priority order for addressing them

Priority	Area needing improvement	Performance goal/Timeline

The teacher, principal, mentor (if applicable) and an Association representative (if requested by the teacher) will meet as described to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP will be modified accordingly.

Principal's Signature _____

Date _____

Teacher's Signature _____

Date _____

The Plan will begin on: _____

Meeting Dates				
----------------------	--	--	--	--

Meeting Date	
Evaluator Comments	
	Signature _____ date _____
Teacher Comments	
	Signature _____ date _____

Meeting Date	
Evaluator Comments	
	Signature _____ date _____
Teacher Comments	
	Signature _____ date _____

Meeting Date	
Evaluator Comments	
	Signature _____ date _____
Teacher Comments	
	Signature _____ date _____

Recommendation for Results of TIP

- The teacher has met the performance goals identified through the TIP.
- The teacher has not met the performance goals.

Evaluator's Signature _____

Date _____

Teacher's Signature _____

Date _____

Teacher's signature does not constitute agreement but merely signifies s/he has examined and discussed the materials with the evaluator. Teachers will have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Attach a copy of the teacher's evaluation to this form

Area Needing Improvement _____

Timeline for Improvement

--

Manner in which improvement will be assessed

--

Differentiated Activities to Support Improvement:

Activity:	
Description of Activity	
Goal:	
Other Personnel Involved	

Copy this box as many times needed

Complete this form for each area identified as needing improvement

Wellsville Central School District Administrators

Appendix B: Local Student Measures

Selected Measures: Each Principal, by grade configuration, will utilize the following student achievement measures to determine their Local Measure. The following charts demonstrate the measures, selected assessments to be used, and the conversion to a HEDI score.

For Growth and Achievement setting, the principals in levels K-5 and 6-8 use the growth and achievement targets set by the STAR Enterprise assessment system. The superintendent approves the growth and achievement targets. Growth targets are set based on locally selected measures (STAR Assessments) approved for use in teacher evaluations. Baseline data is based on the first assessment each student completes in the STAR Enterprise assessment system. The STAR Enterprise assessment system then calculates a growth target and achievement score for each student in each of the assessments they complete based on their grade level.

The 9-12 level principal uses achievement measure and no baseline data is needed. Achievement is a school-wide target inclusive of all students within grades 9-12 who take the listed NYS Regents assessments. Achievement targets are approved by the superintendent and set by the Locally Selected Measures of Student Achievement – Principal 9-12 HEDI Conversion Chart.

Level	Measures	Selected Assessments
K-5	<p>Total percentage of Students Meeting Established Growth Targets (50% of Principal’s Score)- This is a school-wide measure: inclusive of grade levels K-5.</p> <p>Total percentage of Students Meeting Established Achievement Targets (50% of Principal’s Score)- This is a school-wide measure: inclusive of grade levels K-5.</p>	<ul style="list-style-type: none"> • See list of STAR Enterprise Assessments
6-8	<p>Total percentage of Students Meeting Established Growth Targets (50% of Principal’s Score)- This is a school-wide measure: inclusive of grade levels 6-8.</p> <p>Total percentage of Students Meeting Established Achievement Targets (50% of Principal’s Score)- This is a school-wide measure: inclusive of grade levels 6-8.</p>	<ul style="list-style-type: none"> • See list of STAR Enterprise Assessments
9-12	<p>Achievement – Total % of students passing (65) the selected NYS Regents exams (June Administration), this percentage is applied to Local HEDI conversion chart. This is a school-wide measure: inclusive of all students within grades 9-12 who take the listed NYS Regents assessments.</p>	<ul style="list-style-type: none"> • See List of NYS Regents Assessments

List of STAR Enterprise Assessments for principal level K-5

- Kindergarten STAR Early Literacy Enterprise Assessment (K-EL)
- 1st Grade STAR Early Literacy Enterprise Assessment (1-EL)
- 1st Grade STAR Reading Enterprise Assessment (1- Rdg)
- 1st Grade STAR Math Enterprise Assessment (1- Math)
- 2nd Grade STAR Reading Enterprise Assessment (2- Rdg)
- 2nd Grade STAR Math Enterprise Assessment (2- Math)
- 3rd Grade STAR Reading Enterprise Assessment (3- Rdg)
- 3rd Grade STAR Math Enterprise Assessment (3- Math)
- 4th Grade STAR Reading Enterprise Assessment (4- Rdg)
- 4th Grade STAR Math Enterprise Assessment (4- Math)
- 5th Grade STAR Reading Enterprise Assessment (5- Rdg)
- 5th Grade STAR Math Enterprise Assessment (5- Math)

List of STAR Enterprise Assessments for principal level 6-8

- 6th Grade STAR Reading Enterprise Assessment (6- Rdg)
- 6th Grade STAR Math Enterprise Assessment (6- Math)
- 7th Grade STAR Reading Enterprise Assessment (7-Rdg)
- 7th Grade STAR Math Enterprise Assessment (7- Math)
- 8th Grade STAR Reading Enterprise Assessment (8- Rdg)
- 8th Grade STAR Math Enterprise Assessment (8- Math)

List of NYS Regents Assessments used for Level 9-12

1. NYS Comprehensive English Regents Assessment and Common Core English Regents Assessment;
2. NYS U.S. History and Government Regents Assessment;
3. NYS Global History and Government Regents Assessment;
4. NYS Living Environment Regents Assessment; and
5. NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment

When both the Common Core Regents Exam and the 2005 Standards Regents Exams are offered, the district may administer both Regents Exams but will administer the Common Core Regents per NYS Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for teacher evaluations so long as allowed by SED.

Principal's Local Measures - HEDI Conversion Charts

A.) Locally Selected Measures of Student Achievement – Principal K-5 and 6-8

20 Point HEDI Conversion Chart

				71%-75%	17				
				66%-70%	16				
				61%-65%	15				
				32%-35%	8			56%-60%	14
				28%-31%	7			52%-55%	13
		24%-27%	6	48%-51%	12				
8%-11%	2	20%-23%	5	44%-47%	11	93%-100%	20		
4%-7%	1	16%-19%	4	40%-43%	10	88%-92%	19		
0%-3%	0	12%-15%	3	36%-39%	9	76%-87%	18		
Ineffective		Developing		Effective		Highly Effective			

15 Point (Value Added) HEDI Conversion Chart

								69%-75%	13
								31%-35%	7
		26%-30%	6	55%-61%	11				
8%-11%	2	21%-25%	5	48%-54%	10				
4%-7%	1	16%-20%	4	42%-47%	9	88%-100%	15		
0%-3%	0	12%-15%	3	36%-41%	8	76%-87%	14		
Ineffective		Developing		Effective		Highly Effective			

Calculation description for principals in levels K-5 and 6-8:

Calculation for % Met Growth Target: Total students to be counted are divided into total number of those same students who met their growth target, results in a single percentage representing “% Met Growth Target”.

Calculation for % Met Achievement Target: Total students to be counted are divided into total number of those same students who met their achievement target, results in a single percentage representing “% Met Achievement Target”.

Calculation of overall combined percentage: the Growth percentage and Achievement percentage are averaged equally, the resulting “Combined Overall %” is then applied to the K-5, 6-8 HEDI Conversion Chart to determine Local Measure points.

**Example calculation of principal level K-5
(Abbreviations of test names used from above list)**

Assessment Name	Total Students	Total Met Growth Target		Total Met Achievement Target			
K- EL	97	75		80			
1- EL	88	65		64			
1- Rdg	88	72		75			
1- Math	88	80		79			
2- Rdg	95	87		86			
2- Math	95	75		78			
3- Rdg	78	60		62			
3- Math	78	62		60			
4- Rdg	103	79		85			
4- Math	103	85		90			
5- Rdg	85	68	Total % Met Growth Target	72	Total % Met Achievement Target	Combined Overall %	Conversion to points
5- Math	85	63		74			
	1083	871	$\frac{871}{1083} = 80.4\%$	905	$\frac{905}{1083} = 83.6\%$	$\frac{80.4\%+83.6\%}{2} = 82\%$	18 points on 20 pt. scale and 14 points on 15 pt. scale

For calculations of Growth target % and Achievement target %, rounding rules to nearest tenth of a percent. For combined overall %, round to nearest whole-percent.

**Example calculation of principal level 6-8
(Abbreviations of test names used from above list)**

Assessment Name	Total Students	Total Met Growth Target		Total Met Achievement Target			
6- Rdg	110	90		87			
6- Math	110	91		85			
7- Rdg	88	72		68			
7- Math	88	70		75			
8- Rdg	97	87	Total % Met Growth Target	82	Total % Met Achievement Target	Combined Overall %	Conversion to points
8- Math	97	75		76			
	590	485	$\frac{485}{590} = 82.2\%$	473	$\frac{473}{590} = 80.2\%$	$\frac{82.2\%+80.2\%}{2} = 81\%$	18 points on 20 pt. scale and 14 points on 15 pt. scale

For calculations of Growth target % and Achievement target %, rounding rules to nearest tenth of a percent. For combined overall %, round to nearest whole-percent.

B.) Locally Selected Measures of Student Achievement – Principal 9-12

Total percentage of students achieving a passing target (65% or higher) on the 5 required exams: NYS Comprehensive English Regents Assessment and Common Core English Regents Assessment- (principal will use the higher of the two assessment scores); NYS U.S. History and Government Regents Assessment; NYS Global History and Government Regents Assessment; NYS Living Environment Regents Assessment; and NYS Integrated Algebra Regents Assessment and NYS Common Core Algebra Regents Assessment- (principal will use the higher of the two assessment scores).

20 Point HEDI Conversion Chart

9-12 Locally Selected Measures of Achievement																				
Ineffective			Developing						Effective										Highly Effective	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0-59	60	61	62-63	64-66	67-69	70-72	73-75	76-79	80-81	82	83	84	85	86	87	88	89	90-93	94-97	98-100

15 Point (Value Added) HEDI Conversion Chart

9-12 Locally Selected Measures of Achievement															
Ineffective			Developing					Effective						Highly Effective	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
0-59	60	61	62-64	65-67	68-70	71-75	76-79	80-81	82	83	84-85	86-87	88-89	90-95	96-100

Calculation description for principals in level 9-12: (with more than one locally selected measure)

Calculation for Met Passing Target: Total students attempted each assessment are to be counted and are divided into total number of those same students who met or exceeded a passing target, results in a single percentage representing “% Met Passing Target”.

Calculation of overall points: the percentage is then applied to the 9-12 HEDI Conversion Chart to determine Local Measure points.

**Example calculation of principal level 9-12
(Abbreviations of test names used from above list)**

Assessment Name	Total Students	Total Met Passing Target		
NYS ELA Regents	113	55	Total % Met Passing Target	Conversion to points
NYS CC ELA Regents		40		
NYS US History Regents	111	100		
NYS Global History Regents	93	80		
NYS Living Environment Regents	92	85		
NYS Integrated Algebra Regents	90	40		
NYS CC Algebra Regents		42		
	499	442	$\frac{442}{499} = 89\%$	17 points on 20 pt. scale and 13 points on 15 pt. scale

For calculations of “% Met Passing target”, rounding rules to nearest whole-percent.

Appendix C: Leadership and Management
“Other” Measures Assessment Summary: Marzano’s School Administrator Rubric

Each Domain will receive an average score out of 4. This is based on the score of each of the Components being averaged together within that Domain. For example, Domain 1 has five Components. Each Component of each Domain will receive an individual rating between 1 to 4 and will be assigned by the superintendent. To determine a rating per each Component for each Domain the superintendent will use: two site visits- one announced using scores of 4 (HE), 3 (E), 2 (D) and 1 (I), and one unannounced using scores of 4 (HE), 3 (E), 2 (D) and 1 (I); and consider discussions and reviews that include joint analysis of school building data and NYS accountability reports and planned actions as they align to each Domain and its Components. The superintendent will average the multiple scores for the same Component to reach a score for each Component in each Domain. All Component scores within the Domain will then be averaged. The Domain will then receive an Overall Domain Average Score.

This process is completed in the same manner for each of the other 4 Domains.

Domain 2 Components include: 1, 2, 3, 4 and 5

Domain 3 Components include: 1, 2 and 3

Domain 4 Components include: 1, 2, 3, 4 and 5

Domain 5 Components include: 1, 2, 3, 4, 5 and 6

Each Overall Domain Average Score received by the principal will be added together and divided by 5 to reach an Overall Average Rubric Score. (see calculation process below)

Name of Principal: _____ School Year: _____

Conversion from Marzano’s Rubric to NYS HEDI Scale		
Marzano’s Rubric	NYS HEDI Scale	Rubric Score
Innovating	Highly Effective	4
Applying	Effective	3
Developing/Beginning	Developing	2
Not Using	Ineffective	1

Domain	Trait	Overall Domain Average Score
1	A Data-Driven Focus on Student Achievement	
2	Continuous Improvement of Instruction	
3	A Guaranteed and Viable Curriculum	
4	Cooperation and Collaboration	
5	School Climate	
Overall Average Rubric Score:(/5)		

Circle Overall Rating: Highly Effective Effective Developing Ineffective

Points Awarded 0- 60: _____

Superintendent’s Signature _____

Date _____

Calculation Process:

Example for Domain 1: A Data-Driven Focus on Student Achievement

Domain 1 Components	Rating
1: Establishing Goals for Overall Student Achievement	3
2: Establishing Goals for the Achievement of Individual Students.	3
3: Progress Monitoring for School Achievement Goals	2
4: Progress Monitoring for Individual Student Achievement Goals	2
5: Interventions to Help Students Meet Individual Achievement Goals	3
Overall Domain Average Score	$(3+3+2+2+3)/5 = 2.6$

This process is completed in the same manner for each of the other 4 Domains.

Domain 2 Components include: 1, 2, 3, 4 and 5

Domain 3 Components include: 1, 2 and 3

Domain 4 Components include: 1, 2, 3, 4 and 5

Domain 5 Components include: 1, 2, 3, 4, 5 and 6

Calculating Overall Score of Principal Effectiveness

When calculating the overall score (points) for the Local 60 Point Evaluation portion of the overall composite score, each Domain will share equal value.

Example:

Domain	Trait	Overall Domain Average Score
1	A Data-Driven Focus on Student Achievement	2.6
2	Continuous Improvement of Instruction	3.3
3	A Guaranteed and Viable Curriculum	3.1
4	Cooperation and Collaboration	2.8
5	School Climate	3.5
Overall Average Rubric Score:(/5)		$(2.6 + 3.3 + 3.1 + 2.8 + 3.5) / 5 = 3.06$

The Overall Average Rubric Score will then be located on the conversion chart on the following page for its converted Points score and the Points will then be used towards the overall composite score.

Overall Average Rubric Score to Point Conversion Process and Chart

The following conversion scale will be used to translate the Overall Average Rubric Score to the 60-point distribution for the composite principal score. The lowest possible average rubric score is 1 and the highest possible average rubric score is 4.

Level	Overall rubric average score	60 point distribution for composite
Ineffective	1.000 – < 1.5	0 - 49
Developing	1.5 – < 2.5	50 - 56
Effective	2.5 – < 3.5	57 - 58
Highly Effective	3.5 – 4	59 – 60

An Overall Average Rubric Score falling within the range of 1.0000 to 1.4999 (< 1.5000) will be rounded to the nearest thousandth. (See the Rules that apply to scores falling in the range of 1.450 to <1.500). The resulting rounded score will be converted to points within the Ineffective Band.

All scores computed ≥ 1.5000 will be rounded to the nearest tenth before being applied to the Conversion Chart. (See the Rules that apply to scores falling in the range of 2.450 to < 2.500 and 3.450 to < 3.500).

Rules apply to scores falling in the range of 1.450 to < 1.500, 2.450 to < 2.500 and 3.450 to < 3.500 below. If a principal receives an averaged Rubric Score of:

Range of Averaged Score	Becomes Average Rubric Score of:	Resulting Point Converted Score
1.450 to < 1.500	1.400	49 points
2.450 to < 2.500	2.4	56 points
3.450 to < 3.500	3.4	58 points

Once an Overall Average Rubric Score has been determined using the rules above, it is converted to Points. For Converted Points ending with a decimal, rounding rules apply per APPR Guidance Document. The attached conversion chart (below) represents scoring bands that have whole numbers and no rounding results in a change to a principal's HEDI rating category.

*This conversion represents rounding results with no change to a principal's HEDI rating category.

Converting the Measure of Principal Effectiveness HEDI Score for Use in the Composite Score

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

Developing 50-56	
Avg. Rubric Score	Point Conversion
1.5	50
1.6	50.7 (round to 51)
1.7	51.4 (round to 51)
1.8	52.1 (round to 52)
1.9	52.8 (round to 53)
2	53.5 (round to 54)
2.1	54.2 (round to 54)
2.2	54.9 (round to 55)
2.3	55.6 (round to 56)
2.4	56.3 (round to 56)
Effective 57-58	
2.5	57
2.6	57.2 (round to 57)
2.7	57.4 (round to 57)
2.8	57.6 (round to 58)
2.9	57.8 (round to 58)
3	58
3.1	58.2 (round to 58)
3.2	58.4 (round to 58)
3.3	58.6 (round to 58)
3.4	58.8 (round to 58)
Highly Effective 59-60	
3.5	59
3.6	59
3.7	59.3 (round to 59)
3.8	59.5 (round to 59)
3.9	59.8 (round to 60)
4	60

****Principal Improvement Plan***

NAME _____ SCHOOL/POSTIION _____

ACADEMIC YEAR _____

Deficiency resulting in “Developing or Ineffective” rating:

Improvement Goal/Outcome Statement(s):

Action Steps/Activities:

Timeline for Achieving Improvement:

Required and Accessible Resources to Achieve Goal:

Date(s) for progress meetings: Prior to 12/15: _____ Prior to 3/15: _____

Other dates if needed: _____

Assessment of Improvement Efforts & Evidence Demonstrating Improvement:

Administrator Signature & Date

Principal Signature & Date

- Formal Written Summative Assessment completed with opportunity for Principal to comment.

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

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

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

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR Plan is the district's or BOCES' complete APPR Plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding or any other agreements in any form that prevent, conflict or interfere with full implementation of the APPR Plan; and that no material changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-2 of the Rules of the Board of Regents.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR Plan will be returned or forfeited to the State pursuant to Chapter 57 of the Laws of 2012 and/or 2013, as applicable.

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

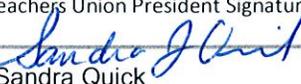
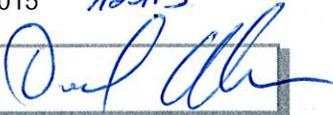
- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
 - Assure that the entire APPR Plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year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

- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the statute, regulations 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
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

Signatures, dates

Superintendent Signature: Date: 7/23/2015

Kimberly Mueller 

Teachers Union President Signature: Date: 7/23/2015 7/23/15
 Sandra Quick  Dan Allen 

Administrative Union President Signature: Date: 7/23/2015

Mary Ellen O'Connell 

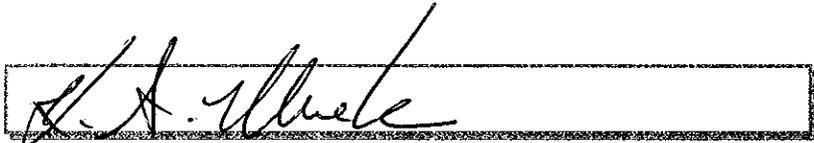
Board of Education President Signature: Date: 7/24/2015

Alan Mosher 

For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature: Date: 7/23/2015

A rectangular box containing a handwritten signature in cursive script, which appears to read "S. A. Ulmer".