



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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December 6, 2012

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

Dear Superintendent Mueller:

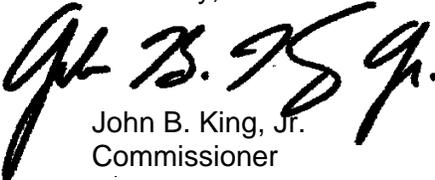
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Robert D. Olczak

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

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

# Annual Professional Performance Reviews: 2012-13

Created Friday, May 11, 2012

Updated Thursday, December 06, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

*Not applicable*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Tuesday, June 05, 2012

Updated Thursday, December 06, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	Kindergarten Level AIMSweb
1	District, regional, or BOCES-developed assessment	CA BOCES- developed 1st Grade ELA Assessment
2	District, regional, or BOCES-developed assessment	CA BOCES- 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 student performance.

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

Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a BOCES developed ELA test specific to each grade level. The ELA pre-test will be given in October of the school year. A BOCES 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. 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 student's 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).

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. Expectations for grade level or course level target at this level are well above District expectations.  
Percent meeting growth target with score:  
20 = 96-100%  
19 = 90-95%  
18 = 85-89%

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

Evidence indicates significant student learning gains. Expectations for grade level or course level target meet District expectations.  
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 state average for similar students (or District goals if no state test).

Evidence indicates some student learning gains. Expectations for grade level or course level target nearly meet District expectations.  
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. Expectations for grade level target are well below District expectations.  
Percent meeting growth target with score:  
2 = 41-54%  
1 = 15-40%

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	CA BOCES- developed Kindergarten Grade Math Assessment
1	District, regional, or BOCES-developed assessment	CA BOCES- developed 1st Grade Math Assessment
2	District, regional, or BOCES-developed assessment	CA BOCES- developed 2nd Grade Math Assessment
3	State assessment	3rd Grade State Assessment

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

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

Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a BOCES developed Math test specific to each grade level. The Math pre-test will be given in October of the school year. A BOCES 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. 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).

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. Expectations for grade level or course level target at this level are well above District expectations.  
Percent meeting growth target with score:  
20 = 96-100%  
19 = 90-95%  
18 = 85-89%

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

Evidence indicates significant student learning gains. Expectations for grade level or course level target meet

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

Evidence indicates some student learning gains. Expectations for grade level or course level target nearly meet District expectations.  
 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. Expectations for grade level target are well below District expectations.  
 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
8	State assessment	8th Grade State Science Assessment

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

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

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 October 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. 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 student's 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).

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. Expectations for grade level or course level target at this level are well above District expectations. Percent meeting growth target with score:  
20 = 96-100%  
19 = 90-95%  
18 = 85-89%

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

Evidence indicates significant student learning gains. Expectations for grade level or course level target meet District expectations. Percent meeting growth target score:  
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16 = 79-81%  
15 = 76-78%  
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11 = 67-68%  
10 = 66%  
9 = 65%

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. Expectations for grade level or course level target nearly meet District expectations. 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. Expectations for grade level target are well below District expectations. 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	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 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. 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).
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Evidence indicates exceptional student learning gains. Expectations for grade level or course level target at this level are well above District expectations. 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. Expectations for grade level or course level target meet District expectations. 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. Expectations for grade level or course level target nearly meet District expectations. 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. Expectations for grade level target are well below District expectations. Percent meeting growth target with score: 2 = 41-54% 1 = 15-40% 0 = 0-14%

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	CA BOCES- 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 student performance.

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

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

Evidence indicates exceptional student learning gains. Expectations for grade level or course level target at this level are well above District expectations.  
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. Expectations for grade level or course level target meet District expectations.  
Percent meeting growth target score:  
17 = 82-84%  
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10 = 66%  
9 = 65%

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

Evidence indicates some student learning gains. Expectations for grade level or course level target nearly meet District expectations.  
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. Expectations for grade level target are well below District expectations.  
Percent meeting growth target with score:  
2 = 41-54%  
1 = 15-40%  
0 = 0-14%

## 2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment

Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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

<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 BOCES developed Science pre-test specific to each course. The Science pre-test will be given in October 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. 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>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Evidence indicates exceptional student learning gains. Expectations for grade level or course level target at this level are well above District expectations. 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. Expectations for grade level or course level target meet District expectations. 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. Expectations for grade level or course level target nearly meet District expectations. Percent meeting growth target score: 8 = 63-64% 7 = 61-62% 6 = 60% 5 = 58-59% 4 = 56-57%</p>

3 = 55%

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

Evidence indicates little to no student learning gains. Expectations for grade level target are well below District expectations.

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 student performance.

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

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 October 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. 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).

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

Evidence indicates exceptional student learning gains. Expectations for grade level or course level target at this level are well above District expectations.

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. Expectations for grade level or course level target meet District expectations. 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. Expectations for grade level or course level target nearly meet District expectations. 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. Expectations for grade level target are well below District expectations. 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 Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	Each teacher will develop Student Learning Objectives (SLOs) for his/her students based on a district developed
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>ELA assessment specific to each course. The ELA pre-assessment will be given in October 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. 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>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Evidence indicates exceptional student learning gains. Expectations for grade level or course level target at this level are well above District expectations. 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. Expectations for grade level or course level target meet District expectations. 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. Expectations for grade level or course level target nearly meet District expectations. 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. Expectations for grade level target are well below District expectations. 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" .

Course(s) or Subject(s)	Option	Assessment
K-5 Art (Grade Specific)	District, Regional or BOCES-developed	K-5 District Developed Art Grade Specific Assessment
K-5 Music (Grade Specific)	District, Regional or BOCES-developed	K-5 BOCES Developed Music Grade Specific Assessment
K-5 Physical Education (Grade Specific)	District, Regional or BOCES-developed	K-5 BOCES Developed Physical Education Grade Specific Assessment
6-8 Reading Intervention (Grade Specific)	State-approved 3rd party assessment	Scholastic Reading Inventory, Scholastic Inc.
6-8 Art (Grade Specific)	District, Regional or BOCES-developed	6-8 District Developed Art Grade Specific Assessment
6-8 Physical Education (Grade Specific)	District, Regional or BOCES-developed	6-8 District Developed Physical Education Grade Specific Assessment
6-8 Music (Grade Specific)	District, Regional or BOCES-developed	6-8 BOCES Developed Music Grade Specific Assessment
6-8 Health Education (Grade Specific)	District, Regional or BOCES-developed	6-8 District Developed Health Education Grade Specific Assessment
6-8 Technology Education (Grade Specific)	District, Regional or BOCES-developed	6-8 District Developed Technology Education Grade Specific Assessment
6-8 Family and Consumer Sciences Education (Grade Specific)	District, Regional or BOCES-developed	6-8 District Developed Family and Consumer Sciences Education Grade Specific Assessment
6-8 LOTE (Course Specific)	District, Regional or BOCES-developed	6-8 BOCES Developed LOTE Course Specific Assessment
9-12 Music (Course Specific)	District, Regional or BOCES-developed	9-12 BOCES Developed Music Course Specific Assessment
12th Grade ELA (Course Specific)	District, Regional or BOCES-developed	12th Grade ELA District Developed ELA Course Specific Assessment
12th Grade Math Statistics	District, Regional or BOCES-developed	12th Grade Math District Developed Statistics Course Specific Assessment
12th Grade Social Studies Participation in Government	District, Regional or BOCES-developed	12th Grade Social Studies District Developed Participation in Government Course Specific Assessment
9-12 LOTE (Course Specific)	District, Regional or BOCES-developed	9-12 BOCES Developed LOTE Course Specific Assessment
NYSAA (Grade Specific)	District, Regional or BOCES-developed	BOCES Developed NYSAA Grade Specific Assessment
9-12 Art (Course Specific)	District, Regional or BOCES-developed	9-12 BOCES Developed Art Course Specific Assessment
9-12 Physical Education (Course Specific)	District, Regional or BOCES-developed	9-12 BOCES Developed Physical Education Course Specific Assessment
9-12 Business Education (Course Specific)	District, Regional or BOCES-developed	9-12 BOCES Developed Business Education Course Specific Assessment

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

<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 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. 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 student's 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>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>Evidence indicates exceptional student learning gains. Expectations for grade level or course level target at this level are well above District expectations. 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. Expectations for grade level or course level target meet District expectations. 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. Expectations for grade level or course level target nearly meet District expectations. 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. Expectations for grade level target are well below District expectations. Percent meeting growth target with score:  2 = 41-54%  1 = 15-40%  0 = 0-14%</p>

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

(No response)

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/139014-TXEttx9bQW/Wellsville HEDI Rating SLO\_3.docx*

## 2.12) Locally Developed Controls

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

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

*Adjustments and controls will be considered for the following student subgroups: students with disabilities, English Language Learners and students of poverty. Such factors that will be taken into consideration are: review of student's prior academic history including academic achievement and growth. The district will recognize and respond to the different levels of student learning. The four numerated identifiers will be used to set differentiated growth targets for those students identified.*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

2.14) Assurances   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked

2.14) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances   Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> ).	Checked
2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Friday, May 11, 2012

Updated Thursday, December 06, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	4th Grade STAR Reading Enterprise Assessment
5	4) State-approved 3rd party assessments	5th Grade STAR Reading Enterprise Assessment

6	4) State-approved 3rd party assessments	6th Grade STAR Reading Enterprise Assessment
7	4) State-approved 3rd party assessments	7th Grade STAR Reading Enterprise Assessment
8	4) State-approved 3rd party assessments	8th Grade STAR Reading Enterprise Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	4th Grade STAR Math Enterprise Assessment
5	4) State-approved 3rd party assessments	5th Grade STAR Math Enterprise Assessment
6	4) State-approved 3rd party assessments	6th Grade STAR Math Enterprise Assessment
7	4) State-approved 3rd party assessments	7th Grade STAR Math Enterprise Assessment
8	4) State-approved 3rd party assessments	8th Grade STAR Math Enterprise Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	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.

*assets/survey-uploads/5139/128456-rhJdBgDruP/Wellsville CSD Locally Selected Measures HEDI Tables and Info\_1.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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Kindergarten STAR Early Literacy Enterprise Assessment
1	4) State-approved 3rd party assessments	1st Grade STAR Early Literacy Enterprise Assessment
2	4) State-approved 3rd party assessments	2nd Grade STAR Early Literacy Enterprise Assessment
3	4) State-approved 3rd party assessments	3rd Grade STAR Reading Enterprise Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	Kindergarten STAR Early Literacy Enterprise Assessment
1	4) State-approved 3rd party assessments	1st Grade STAR Math Enterprise Assessment
2	4) State-approved 3rd party assessments	2nd Grade STAR Math Enterprise Assessment
3	4) State-approved 3rd party assessments	3rd Grade STAR Math Enterprise Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	6th Grade STAR Reading Enterprise and STAR Math Enterprise Assessments
7	4) State-approved 3rd party assessments	7th Grade STAR Reading Enterprise and STAR Math Enterprise Assessments
8	4) State-approved 3rd party assessments	8th Grade STAR Reading Enterprise and STAR Math Enterprise Assessments

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	6th Grade STAR Reading Enterprise and STAR Math Enterprise Assessments
7	4) State-approved 3rd party assessments	7th Grade STAR Reading Enterprise and STAR Math Enterprise Assessments
8	4) State-approved 3rd party assessments	8th Grade STAR Reading Enterprise and STAR Math Enterprise Assessments

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).
Global 2	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).
American History	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).
Earth Science	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).
Chemistry	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).
Physics	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).

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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).
Geometry	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).
Algebra 2	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).
Grade 10 ELA	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).
Grade 11 ELA	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	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.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
K-5 Art (Grade Specific)	4) State-approved 3rd party	Grade Specific STAR Reading Enterprise, STAR Early Literacy Enterprise, and STAR Math Enterprise Assessments
K-5 Music (Grade Specific)	4) State-approved 3rd party	Grade Specific STAR Reading Enterprise, STAR Early Literacy Enterprise, and STAR Math Enterprise Assessments
K-5 Physical Education (Grade Specific)	4) State-approved 3rd party	Grade Specific STAR Reading Enterprise, STAR Early Literacy Enterprise, and STAR Math Enterprise Assessments
6-8 Reading Intervention	4) State-approved 3rd party	Grade Specific STAR Reading Enterprise and STAR Math Enterprise Assessments
6-8 Art (Grade Specific)	4) State-approved 3rd party	Grade Specific STAR Reading Enterprise and STAR Math Enterprise Assessments
6-8 Physical Education (Grade Specific)	4) State-approved 3rd party	Grade Specific STAR Reading Enterprise and STAR Math Enterprise Assessments
6-8 Music (Grade Specific)	4) State-approved 3rd party	Grade Specific STAR Reading Enterprise and STAR Math Enterprise Assessments
6-8 Health Education (Grade Specific)	4) State-approved 3rd party	Grade Specific STAR Reading Enterprise and STAR Math Enterprise Assessments
6-8 Technology Education (Grade Specific)	4) State-approved 3rd party	Grade Specific STAR Reading Enterprise and STAR Math Enterprise Assessments

6-8 Family and Consumer Sciences Education (Grade Specific)	4) State-approved 3rd party	Grade Specific STAR Reading Enterprise and STAR Math Enterprise Assessments
6-8 LOTE (Course Specific)	4) State-approved 3rd party	Grade Specific STAR Reading Enterprise and STAR Math Enterprise Assessments
9-12 Music (Course Specific)	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).
12th Grade ELA (Course Specific)	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).
12th Grade Math Statistics	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).
12th Grade Social Studies Participation in Government	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).
9-12 LOTE (Course Specific)	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).
NYSAA (Grade Specific)	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).
9-12 Art (Course Specific)	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students

		passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).
9-12 Physical Education (Course Specific)	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).
9-12 Business Education (Course Specific)	6(ii) School wide measure computed locally	Percentage of students achieving their growth target on a teacher's specific course(s) SLO's equally averaged with percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Government, Living Environment and Integrated Algebra).

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)

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/128456-y92vNseFa4/Wellsville CSD Locally Selected Measures HEDI Tables and Info\_1.docx*

### 3.14) Locally Developed Controls

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

*(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.

*If a teacher has more than one developed measure, the measures will each earn a score from 0-20 points. 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 63% and 63% of 18 = 11.34; 30 out 80 students is 37% and 37% of 15 = 5.55, therefore their total would be 11.34 + 5.55 = 16.89, rounded to 17 out of 20).*

*Teachers who provide both primary and secondary instruction will have their score prorated and weighted accordingly based on their student roster(s).*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Friday, May 11, 2012

Updated Thursday, December 06, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

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

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

If the district plans to use one or more of the following surveys of P-12 students from the menu of State-approved surveys, please check all that apply. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. Note: As the State-approved survey lists are updated, this form will be updated with additional approved survey tools.

[SurveyTools.0] Tripod Early Elementary Student Perception Survey K-2	(No response)
[SurveyTools.1] Tripod Elementary Student Perception Survey 3-5	(No response)
[SurveyTools.2] Tripod Secondary Student Perception Survey	(No response)
[SurveyTools.3] District Variance	(No response)

### 4.4) Assurances

Please check all of the boxes below:

4.4) Assurances   Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
4.4) Assurances   Assure that the process for assigning points for the "other measures" subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
4.4) Assurances   Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
4.4) Assurances   Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district.	Checked

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

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

*All 60 points will be a holistic 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.*

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

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	See 4.5 upload for scoring conversion chart.
Effective: Overall performance and results meet NYS Teaching Standards.	See 4.5 upload for scoring conversion chart.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See 4.5 upload for scoring conversion chart.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See 4.5 upload for scoring conversion chart.

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58.8
Developing	50-56.3
Ineffective	0-49

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	2
4.6) Observations of Probationary Teachers   Informal/Short	5
4.6) Observations of Probationary Teachers   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?

- 
- Both
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers   Formal/Long	2
4.7) Observations of Tenured Teachers   Informal/Short	5
4.7) Observations of Tenured Teachers   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?

- 
- Both
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Wednesday, October 03, 2012

Updated Wednesday, November 21, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	59-60
Effective	57-58.8
Developing	50-56.3
Ineffective	0-49

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Wednesday, October 03, 2012

Updated Tuesday, November 27, 2012

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

*assets/survey-uploads/5265/187813-Df0w3Xx5v6/Wellsville CSD Teacher Improvement Plan Form.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 for Teachers*

*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 found in Appendix (TBD), 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 in Appendix E of this document 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 using the form found in Appendix (TBD).*
- 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.*

**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 and Certification of Lead Evaluators and Evaluators

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

*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 administrator, or an independent trained evaluator. WEA unit members will not evaluate other WEA unit members.*
- D. As part of the APPR Plan, the District sets forth below its agreed upon training strategies which may include but are not limited to the following:*
  - i. New York State Teaching Standards*
  - ii. Application and use of the State-approved teacher rubrics*
  - iii. Evidence Based Observations*
  - iv. Application and use of Student Growth Percentile and/or Value Added Growth Model data*
  - v. Pre- and Post-conferencing and related forms*
  - vi. Teacher Reflection documents and evidence*
  - vii. Scoring methodology used to evaluate teachers*
  - viii. The Overall Composite Score*
  - ix. Teacher Improvement Plans*
  - x. Use of Statewide Instruction Reporting System*
- 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. All evaluators attend Regional and District held trainings to ensure and maintain inter-rater reliability over time. During the 2011-12 school year each evaluator attended eight training sessions. During the 2012-13 school year, evaluators will attend additional Regional and District held trainings. They will also use the Teachscape Framework for Teaching Proficiency System. The Regional and District held trainings as well as the Proficiency System are used as the means of training, certification and recertification to ensure inter-rater reliability over time.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, October 03, 2012

Updated Thursday, December 06, 2012

## Page 1

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

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

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

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

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

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The target established for the high school principal (grades 9-12) configuration will be based on student performance on the five required New York State Regents: Integrated Algebra, Global Studies, United States History and Government, Living Environment, and English 11 (June Administration).
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	A Principal who achieves over 100% of the Target shall be considered well above the district expectations and receive a rating of Highly Effective. 20 = >108% 19 = 105-108% 18 = 101-104%
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A Principal who achieves 75% - 100% of the Target shall be considered meeting the district expectations and receive a rating of Effective. 17 = 100% 16 = 97-99% 15 = 94-96% 14 = 91-93% 13 = 88-90% 12 = 85-87% 11 = 81-84% 10 = 78-80% 9 = 75-77%
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	A Principal who achieves 30% - 74% of the Target shall be considered below the district expectations and receive a rating of Developing. 8 = 66-74%

7 = 59-65%  
 6 = 51-58%  
 5 = 44-50%  
 4 = 35-43%  
 3 = 30-34%

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

A Principal who achieves less than 30% of the Target shall be considered well below the district expectations and receive a rating of Ineffective.

2 = 21-29%  
 1 = 11-20%  
 0 = 0-10%

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

*assets/survey-uploads/5365/187881-lha0DogRNw/Appendix A Growth Measure\_2.docx*

### 7.4) Special Considerations for Comparable Growth Measures

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

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

*(No response)*

### 7.5) Principals with More Than One Growth Measure

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

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

### 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures   Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked

7.6) Assurances -- Comparable Growth Measures   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
7.6) Assurances -- Comparable Growth Measures   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

# 8. Local Measures (Principals)

Created Tuesday, October 16, 2012  
Updated Thursday, December 06, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	Grades K-2 STAR Early Literacy Enterprise
K-5	(d) measures used by district for teacher evaluation	Grades 3-5 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	Percentage of students passing with a 65 or higher on the 5 required exams (Comprehensive English, U.S. History and Government, Global History and Geography, Living Environment and Integrated Algebra)

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.	Grade Configuration: K-5 and 6-8: (contains two portions) % Students Meeting Established Growth Targets (50% of Principal's Score) averaged equally with % of Students Meeting Established Achievement Targets (50% of Principal's Score). Grade Configuration: 9-12: Achievement – % of students in that academic year that passed with a 65 or higher on the following required New York State Regents exams. See attachment 8.1 for further description.
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment for 8.1.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment for 8.1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment for 8.1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment for 8.1.

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

*(No response)*

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

[assets/survey-uploads/5366/197884-qBFVOWF7fC/Appendix B Local Student Achievement Measures\\_1.docx](#)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	See attachment 8.2 for description.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 8.2 for description.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 8.2 for description.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 8.2 for description.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attachment 8.2 for description.

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.

*assets/survey-uploads/5366/197884-T8MIGWUVm1/Appendix B Local Student Achievement Measures\_1.docx*

### 8.3) Locally Developed Controls

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

*(No 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 Building Principals K-5 and 6-8:*

*For these building principals, the point conversion and HEDI score will be calculated using the point conversion chart (A) found in this document.*

*For each assessment (STAR Early Literacy Enterprise, STAR Reading Enterprise and STAR Math Enterprise) there will be a growth score and an achievement score. For the 2012-2013 school year, growth scores will be measured via a pre- and post-assessment process. Achievement scores will be measured against STAR Enterprise grade level targets.*

*Step 1: Assessment Process 1: Growth = Target scores per student will be set building wide. 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 building principal will calculate an overall percentage of how many students reached their target goal.*

*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 principal will calculate an overall percentage of how many students, building-wide, reached the proficiency benchmark.*

*Step 3: Calculation Process:*

*The building principal's score will be calculated by first averaging each the growth (process 1) and the achievement (process 2) percentages for each of the assessments used their building (STAR Literacy Enterprise and/or STAR Reading Enterprise and STAR Math Enterprise). The resulting STAR Literacy Enterprise and/or STAR Reading Enterprise percentage and STAR Math Enterprise percentages will then be averaged equally to render a single overall percentage. This percentage score will be converted to a local measure H.E.D.I. score for each building principal using the conversion chart (A) found in this document.*

*Each building principal will receive an individual H.E.D.I score based only on his/her assigned students in their building.*

### 8.5) Assurances

Please check all of the boxes below:

8.5) Assurances | Assure that the application of locally developed controls will be rigorous, fair, and transparent

Check

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

# 9. Other Measures of Effectiveness (Principals)

Created Wednesday, October 03, 2012

Updated Thursday, December 06, 2012

## Page 1

### 9.1) Principal Practice Rubric

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

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

*Marzano's School Administrator Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

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

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

*(No response)*

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

*Using the Marzano's School Administrator Rubric, the superintendent will circle the descriptor for each item that best matches the principal's performance. Using a holistic approach, a HEDI rating will then be determined for each domain. Using the points assigned (1-4) each domain score will then be added together and averaged (divided by 5) to determine the overall rubric score. Once an Average Rubric Score has been determined, it is converted to Sub-Component Points. For Sub-Component Points ending with a decimal, rounding rules then do not apply. Rounding Rules will only apply at the final H.E.D.I. composite score. All overall composite scores will be rounded to nearest whole-number. If a principal receives a Rubric Score of 1.45, 2.45 or 3.45, rounding rules apply to the nearest tenth (1.45 = 1.5, 2.45 = 2.5 and 3.45 = 3.5). Rubric Scores of less than 1.45, 2.45 or 3.45 round down to the nearest tenth. See attachment 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.

[assets/survey-uploads/5143/187883-pMADJ4gk6R/Appendix C Leadership and Management\\_3.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.	59-60- Principals will receive a score of 59-60 points as stated in the table attached. See attachment 9.7.
Effective: Overall performance and results meet standards.	57-58.8- Principals will receive a score of 57-58 points as stated in the table attached. See attachment 9.7.
Developing: Overall performance and results need improvement in order to meet standards.	50-56.3- Principals will receive a score of 50-56 points as stated in the table attached. See attachment 9.7.
Ineffective: Overall performance and results do not meet standards.	0-49- Principals will receive a score of 0-49 points as stated in the table attached. See attachment 9.7.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58.8
Developing	50-56.3
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 Wednesday, October 03, 2012

Updated Wednesday, October 24, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, October 16, 2012  
Updated Thursday, December 06, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/197938-Df0w3Xx5v6/Principal Improvement Plan Form.docx](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:

#### *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 and Certification of Lead Evaluators and Evaluators

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

*As the sole evaluator of principals in the Wellsville Central School District, the Superintendent will be properly trained in the five Domains of the Marzano School Administrator Rubric. Due to there being one sole evaluator of principals, inter-rater reliability is not an issue. However, regular interactive review and analysis of professional evidence within Marzano School Administrator Rubric will take place for the professional growth of the Superintendent and the administrative team.*

*All documentation of training and development activities will be kept on file. Upon gathering ample documentation that the Superintendent has been properly trained, the Superintendent will recommend to the Board of Education that she/he be certified to conduct principal evaluations. In-district training and participation in regional meetings and trainings was an ongoing process during the 2011-12 school year. Certification and re-certification of the Superintendent will happen on an on-going basis as needed. For the 2012-13 school year, re-certification trainings will continue in-district and regionally. These trainings will address the nine minimum requirements as outlined in the commissioner's regulations 30-2.9.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Wednesday, October 03, 2012

Updated Thursday, December 06, 2012

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### Page 1

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

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

[assets/survey-uploads/5581/187893-3Uqgn5g9Iu/Joint Certification of APPR Plan signed 12.5.12.pdf](assets/survey-uploads/5581/187893-3Uqgn5g9Iu/Joint%20Certification%20of%20APPR%20Plan%20signed%2012.5.12.pdf)

#### File types supported for uploads

PDF (preferred)

Microsoft Office (.doc, .ppt, .xls)

Microsoft Office 2007: Supported but not recommended (.docx, .pptx, .xlsx)

Open Office (.odt, .ott)

Images (.jpg, .gif)

Other Formats (.html, .xhtml, .txt, .rtf, .latex)

Please note that .docx, .pptx, and .xlsx formats are not entirely supported.

Please save your file types as .doc, .ppt or .xls respectively before uploading.

# New York State Student Learning Objective Template

## Wellsville CSD

### HEDI Rating

<b>HEDI Scoring</b>	<p><i>How will evaluators determine what range of student performance “meets” the goal (effective) versus “well-below” (ineffective), “below” (developing), and “well-above” (highly effective)?</i></p> <p><b>To Be Determined Once Baseline data is analyzed</b></p> <p>(Describe each level of HEDI based on the percentages assigned)</p> <p><b>Highly Effective</b>= Exceeds district expectations:  <b>Effective</b>= meets district expectations:  <b>Developing</b>= is below district expectations:  <b>Ineffective</b>= is well below district expectations</p>																				
	<b>HIGHLY EFFECTIVE</b>			<b>EFFECTIVE</b>									<b>DEVELOPING</b>					<b>INEFFECTIVE</b>			
	20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
	100-96	95-90	89-85	84-82	81-79	78-76	75-73	72-71	70-69	68-67	66	65	64-63	62-61	60	59-58	57-56	55	54-41	40-15	14-0

### Assignment of H.E.D.I. Criteria and Points

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 3<sup>rd</sup> 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. 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><b>Highly Effective:</b>  Evidence indicates exceptional student learning gains.  Expectations for grade level or course level target at this level are well above District expectations.  Percent meeting growth target with score:  20 = 96-100%  19 = 90-95%  18 = 85-89%</p>	<p><b>Developing:</b>  Evidence indicates some student learning gains.  Expectations for grade level or course level target nearly meet District expectations.  Percent meeting growth target score:  8 = 63-64%  7 = 61-62%  6 = 60%  5 = 58-59%  4 = 56-57%  3 = 55%</p>
<p><b>Effective:</b>  Evidence indicates significant student learning gains.  Expectations for grade level or course level target meet District expectations.  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><b>Ineffective:</b>  Evidence indicates little to no student learning gains.  Expectations for grade level target are well below District expectations.  Percent meeting growth target with score:  2 = 41-54%  1 = 15-40%  0 = 0-14%</p>

# 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. The parties agree to utilize the processes described herein for the 2012 – 2013 school year only and agree to negotiate any revisions thereafter.

Calculation of the local measure score will be differentiated according to grade level. Teachers in grades Kindergarten through 8<sup>th</sup> 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 both primary and secondary instruction will have their score prorated and weighted accordingly based on their student roster(s).

### Teachers 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 these 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.

- Kindergarten teachers' local measure will utilize STAR Early Literacy Enterprise
- Teachers in grades 1 & 2 local measure will be based on:
  - STAR Early Literacy Enterprise
  - STAR Math Enterprise
- Teachers in grades 3-8 local measure will be based on:
  - STAR Reading Enterprise
  - STAR Math Enterprise

For each assessment (STAR Early Literacy Enterprise, STAR Reading Enterprise and STAR Math Enterprise) there will be a growth score and an achievement score. For the 2012-2013 school year, growth scores will be measured via a pre- and post-assessment process. Achievement scores will be measured against STAR Enterprise grade level targets.

**Step 1: Assessment Process 1: Growth** = Teachers will collaborate with the Principal to set target scores per student. 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 teacher will calculate an overall percentage of how many students reached their target goal.

**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 teacher will calculate an overall percentage of how many of their students reached the proficiency benchmark.

**Step 3: Calculation Process:**

A grade 1 through grade 8 teacher's score will be calculated by first averaging each the growth (process 1) and the achievement (process 2) percentages for each of the assessments (STAR Literacy/Reading Enterprise and STAR Math Enterprise). The resulting STAR Literacy/Reading percentage and STAR Math Enterprise percentage will then be averaged equally to render a single overall percentage. This 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.

A Kindergarten teacher's score will be calculated by equally averaging the STAR Early Literacy Enterprise growth (process 1) and STAR Early Literacy Enterprise achievement (process 2) percentages to render a single overall percentage. This 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.

Each teacher in grades K – 8 will receive an individual H.E.D.I score based only on his/her assigned students.

**Teachers in Grades 9 - 12**

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 assessment 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.

1. Group achievement score taken from yearly New York State Regents test results(English 11, US History, Global History, Integrated Algebra, Living Environment ).
2. Individual growth score based on the same assessments used for the SLO (the state 20% of the APPR process).

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

### **Step 1: Assessment Process 1 - Student Achievement Portion**

The following scoring process will be used to calculate the first half of a Grade 9 – 12 teacher’s local measure of student achievement score.

Grade 9 -12 teachers will receive a group score based on the percentage of students in that academic year who passed with a 65 or higher on the following required New York State Regents exams:

1. Comprehensive English
2. U.S. History
3. Global History and Government
4. Integrated Algebra
5. Living Environment

The percentage of students who pass the aforementioned exams will be averaged together resulting in a single overall percentage measure of achievement for Assessment Process 1. This achievement percentage will be the same for all grade 9 – 12 teachers.

### **Step 2: Assessment Process 2 – Student Growth Portion**

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 Assessment Process 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 Assessment Process 2, 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.

<b>Pre-Assessment and Post-Assessment Targets</b>	
<b>Pre- Assessment Class Average – Actual</b>	<b>Post-Assessment Class Average – Goal Receive Full 20 Points</b>
0 – 30 %	55 %
31 – 40 %	65 %
41 – 50 %	70 %

51 – 64 %	80 %
65 – 84 %	90 %
85 – 90 %	95 %
91 – 100 %	100%

If a teacher falls short of his or her goal, the actual post-assessment class average will be divided by the target to determine the overall Assessment Process 2 percentage.

For example, if the class average on the pre-assessment is 30%, the teacher must have a post-assessment class average of 55% or higher in order to receive 20 points in Assessment Process 2. However if the post-assessment class average falls short of the target and is (for example) 48%, the actual post-assessment class average will be divided by the target to determine the achievement percentage. In this example therefore, 48% is divided by 55%, resulting in an achievement percentage of 87%.

### **Step 3: Calculation Process:**

The percentage from Assessment Process 1 will be averaged equally with the resulting percentage in Assessment Process 2 to calculate an overall percentage. The overall percentage will be converted to a local measure H.E.D.I. score for each teacher using the conversion chart found in this document

### **Calculating the Final Score for Local Measure Score**

The overall percentage calculated, as described above, for each teacher-type will be converted to a local measure H.E.D.I. score for each teacher using the conversion chart found in this document

### **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. 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 63% and 63% of 18 = 11.34; 30 out 80 students is 37% and 37% of 15 = 5.55, therefore their total would be 11.34 + 5.55 = 16.89, rounded to 17 out of 20).

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
		26%-30%	6	55%-61%	11				
8%-11%	2	21%-25%	5	48%-54%	10				
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0%-3%	0	12%-15%	3	36%-39%	9	76%-87%	18
Ineffective		Developing		Effective		Highly Effective	

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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

### 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, through review of teacher submitted artifacts and evidence, video, narratives, administrative observations and written input, and other forms of collected evidence, will receive a rating score between 1 and 4 as determined by the Evaluator. All component scores 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.

### 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
Multiplier	.24	.28	.26	.22	
Weighted Score	.600	.896	.624	.682	2.802

This Rubric score then will be located on the conversion chart on the following page for its converted sub-component score and the points will then be used towards the overall composite score.

**Rubric Score to Sub-Component Conversion Chart**

The following conversion scale will be used to translate the overall average rubric scores for each Domain 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 – 1.400	0 - 49
Developing	1.5 – 2.4	50 - 56
Effective	2.5 – 3.4	57 - 58
Highly Effective	3.5 – 4	59 – 60

Once an Average Rubric Score has been determined, it is converted to Sub-Component Points. For Sub-Component Points ending with a decimal, rounding rules then do not apply. Rounding Rules will only apply at the final H.E.D.I. composite score.

If a teacher receives a Rubric Score of 1.45, 2.45 or 3.45, rounding rules apply to the nearest tenth (1.45 = 1.5, 2.45 = 2.5 and 3.45 = 3.5). Rubric Scores of less than 1.45, 2.45 or 3.45 round down to the nearest tenth.

No later than June 30<sup>th</sup> of each school year, the teacher will receive his or her Measure of Teacher Effectiveness score for that 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	2.6	57.2	3.6	59.3
1.017	2	1.7	51.4	2.7	57.4	3.7	59.5
1.025	3	1.8	52.1	2.8	57.6	3.8	59.8
1.033	4	1.9	52.8	2.9	57.8	3.9	60
1.042	5	2	53.5	3	58	4	60.25 (round to 60)
1.050	6	2.1	54.2	3.1	58.2		
1.058	7	2.2	54.9	3.2	58.4		
1.067	8	2.3	55.6	3.3	58.6		
1.075	9	2.4	56.3	3.4	58.8		
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						

Once an Average Rubric Score has been determined, it is converted to Sub-Component Points. For Sub-Component Points ending with a decimal, rounding rules then do not apply. Rounding Rules will only apply at the final H.E.D.I. composite score. All overall composite scores will be rounded to nearest whole-number.

If a teacher receives a Rubric Score of 1.45, 2.45 or 3.45, rounding rules apply to the nearest tenth (1.45 = 1.5, 2.45 = 2.5 and 3.45 = 3.5). Rubric Scores of less than 1.45, 2.45 or 3.45 round down to the nearest tenth.

1.400	49
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## 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: \_\_\_\_\_

<b>Meeting Dates</b>				
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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

### Appendix C: Leadership and Management

#### “Other” Measures Assessment Summary: Marzano’s School Administrator Rubric

Using the rubric, the superintendent will circle the descriptor for each item that best matches the principal’s performance. Using a holistic approach, a HEDI rating will then be determined for each domain. Using the points assigned (1-4) each domain score will then be added together and averaged (divided by 5) to determine the overall rubric score.

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	1-4 HEDI 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	
Domain Average:( /5)		

**Circle Overall Rating: Highly Effective    Effective    Developing    Ineffective**

**Points Awarded 0- 60: \_\_\_\_\_**

Rubric Performance Levels and Score Scale (see detailed conversion chart)	
Performance Level	Points Ranges as Negotiated
Highly Effective	59-60
Effective	57-58.8
Developing	50-56.3
Ineffective	0-49

Superintendent’s Signature \_\_\_\_\_

Date \_\_\_\_\_

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

<i>Conversion Chart of Measure of Principal Effectiveness</i>	
<i>Composite Score</i>	
Ineffective 0-49	
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	
1.5	50
1.6	50.7
1.7	51.4
1.8	52.1
1.9	52.8
2	53.5
2.1	54.2
2.2	54.9
2.3	55.6
2.4	56.3
Effective 57-58	
2.5	57
2.6	57.2
2.7	57.4
2.8	57.6
2.9	57.8
3	58
3.1	58.2
3.2	58.4
3.3	58.6
3.4	58.8
Highly Effective 59-60	
3.5	59
3.6	59.3
3.7	59.5
3.8	59.8
3.9	60
4	60.25 (round to 60)

Once an Average Rubric Score has been determined, it is converted to Sub-Component Points. For Sub-Component Points ending with a decimal, rounding rules then do not apply. Rounding Rules will only apply at the final H.E.D.I. composite score. All overall composite scores will be rounded to nearest whole-number.

If a teacher receives a Rubric Score of 1.45, 2.45 or 3.45, rounding rules apply to the nearest tenth (1.45 = 1.5, 2.45 = 2.5 and 3.45 = 3.5). Rubric Scores of less than 1.45, 2.45 or 3.45 round down to the nearest tenth.

## Appendix A: Growth Measure

### STATE GROWTH MEASURE for Principals not receiving a State Growth Score: 2012-2013 High School Principal

Fall Assessment (Baseline) to Spring Regents (Target)

The target established for the high school principal (grades 9-12) configuration will be based on student performance on the five required New York State Regents: Integrated Algebra, Global Studies, United States History and Government, Living Environment, and English 11 (June Administration).

For the 2012-2013 school year, the State Growth Measure target will be: 80% of the students participating in these five required New York State Regents Examinations will meet their target.

#### PRE ASSESSMENT / POST ASSESSMENT CONVERSION CHART

- 4 = 85%-100%
- 3 = 65%-84%
- 2 = 55%-64%
- 1 = 0%-54%

REGENTS (Student List)	PRE % ASSESSMENT	% CONVERTED	TARGET % SCORE	REGENTS % SCORE	% CONVERTED	TARGET MET +Yes / -No
Integrated Algebra						
Global Studies						
US History & Government						
Living Environment						
English 11						

#### Post Assessment

<b>P r e</b>		1	2	3	4
	1	N	Y	Y	Y
	2	N	N	Y	Y
	3	N	N	Y	Y
	4	N	N	N	Y

Target is what percentage of students makes their specific level of acceptable growth or better. Acceptable growth differs by each student's starting point.

## SCORING MECHANISM FOR STUDENT ACHIEVEMENT

Highly Effective (18 - 20 points) A Principal who achieves over 100% of the Target shall be considered well above the district expectations and receive a rating of Highly Effective.

Effective (9 - 17 points) A Principal who achieves 75% - 100% of the Target shall be considered meeting the district expectations and receive a rating of Effective.

Developing (3 - 8 points) A Principal who achieves 30% - 74% of the Target shall be considered below the district expectations and receive a rating of Developing.

Ineffective (0 - 2 points) A Principal who achieves less than 30% of the Target shall be considered well below the district expectations and receive a rating of Ineffective.

Ratings shall be established based upon the following:

Rating Category	Highly Effective	Effective	Developing	Ineffective
Performance Level	Well-Above District Expectations	Meets District Expectations	Below District Expectations	Well Below District Expectations
% Target met	101% or more	75 - 100%	30 - 74%	0 - 29%
Points Awarded	101-104% - 18 105-108% - 19 > 108% - 20	75-77% - 9 78-80% -10 81-84% -11 85-87% - 12 88-90% - 13 91-93% - 14 94-96% - 15 97-99% - 16 100% - 17	30-34% - 3 35-43% - 4 44-50% - 5 51-58% - 6 59-65% - 7 66-74% - 8	0-10% - 0 11-20% - 1 21-29% - 2
With Value Added Score	101%-108%-14 >108% -15	75%-78% -8 79%-83% -9 84%-87% -10 88%-92% -11 93%-96% -12 97%- 100%-13	30%-38% -3 39%-48% -4 49%-57% -5 58%-66% -6 67%-74% -7	0-10% -0 11%-20% -1 21%-29% -2

## Appendix B: Local Student Achievement Measures

**Selected Achievement Measures:** Each Principal will utilize the following student achievement measures to determine their Local Achievement Measure. The following charts demonstrate the measures, selected assessments to be used and the conversion to a 20/15 point HEDI score.

Level	Measures	Selected Assessments
<b>K-5</b>	% Students Meeting Established Growth Targets (50% of Principal's Score)  % of Students Meeting Established Achievement Targets (50% of Principal's Score)	<ul style="list-style-type: none"> <li>• K-1 STAR Early Literacy Enterprise</li> <li>• Grades 2-5 STAR Reading Enterprise</li> <li>• Grades 1-5 STAR Math Enterprise</li> </ul>
<b>6-8</b>	% Students Meeting Established Growth Targets (50% of Principal's Score)  % of Students Meeting Established Achievement Targets (50% of Principal's Score)	<ul style="list-style-type: none"> <li>• Grades 6-8 STAR Reading Enterprise</li> <li>• Grades 6-8 STAR Math Enterprise</li> </ul>
<b>9-12</b>	Achievement – % of students in that academic year that passed with a 65 or higher on the following required New York State Regents exams	<ul style="list-style-type: none"> <li>• Integrated Algebra Global History and Geography, U.S. History and Government, Living Environment, Comprehensive English</li> </ul>

**\*Kindergarten level includes only the STAR Early Literacy Assessment**

### **Building Principals: K-5 and 6-8**

For these building principals, the point conversion and HEDI score will be calculated using the point conversion chart (A) found in this document.

For each assessment (STAR Early Literacy Enterprise, STAR Reading Enterprise and STAR Math Enterprise) there will be a growth score and an achievement score. For the 2012-2013 school year, growth scores will be measured via a pre- and post-assessment process. Achievement scores will be measured against STAR Enterprise grade level targets.

**Step 1: Assessment Process 1: Growth** = Target scores per student will be set building wide. 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 building principal will calculate an overall percentage of how many students reached their target goal.

**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 principal will calculate an overall percentage of how many students, building-wide, reached the proficiency benchmark.

**Step 3: Calculation Process:**

The building principal's score will be calculated by first averaging each the growth (process 1) and the achievement (process 2) percentages for each of the assessments used their building (STAR Literacy Enterprise and/or STAR Reading Enterprise and STAR Math Enterprise). The resulting STAR Literacy Enterprise and/or STAR Reading Enterprise percentage and STAR Math Enterprise percentages will then be averaged equally to render a single overall percentage. This percentage score will be converted to a local measure H.E.D.I. score for each building principal using the conversion chart (A) found in this document.

Each building principal will receive an individual H.E.D.I score based only on his/her assigned students in their building.

**Building Principals: 9-12**

For these building principals, the point conversion and HEDI score will be calculated using the point conversion chart (B) found in this document.

The following scoring process will be used to calculate the Local Measure Score.

**Scoring Process:** The percentage of students who pass the listed exams will be averaged together resulting in a single overall percentage measure of achievement. This achievement percentage will be based on the percentage of students in that academic year that passed with a 65 or higher on the following required New York State Regents exams:

1. Integrated Algebra
2. Global History and Geography
3. U.S. History and Government
4. Living Environment
5. Comprehensive English

This percentage will be converted to a local measure H.E.D.I. score for each building principal using the conversion chart (B) found in this document.

Each building principal will receive an individual H.E.D.I score based only on his/her assigned students in their building.

## 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	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	

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

Percentage of students achieving a passing grade (65%) on the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or

Earth Science and Integrated Algebra) for the 2012-2013 school year.

**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

## Appendix B: Local Student Achievement Measures

**Selected Achievement Measures:** Each Principal will utilize the following student achievement measures to determine their Local Achievement Measure. The following charts demonstrate the measures, selected assessments to be used and the conversion to a 20/15 point HEDI score.

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<b>6-8</b>	<p>% Students Meeting Established Growth Targets (50% of Principal's Score)</p> <p>% of Students Meeting Established Achievement Targets (50% of Principal's Score)</p>	<ul style="list-style-type: none"> <li>• Grades 6-8 STAR Reading Enterprise</li> <li>• Grades 6-8 STAR Math Enterprise</li> </ul>
<b>9-12</b>	Achievement – % of students in that academic year that passed with a 65 or higher on the following required New York State Regents exams	<ul style="list-style-type: none"> <li>• Integrated Algebra Global History and Geography, U.S. History and Government, Living Environment, Comprehensive English</li> </ul>

**\*Kindergarten level includes only the STAR Early Literacy Assessment**

### **Building Principals: K-5 and 6-8**

For these building principals, the point conversion and HEDI score will be calculated using the point conversion chart (A) found in this document.

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**Step 1: Assessment Process 1: Growth** = Target scores per student will be set building wide. 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 building principal will calculate an overall percentage of how many students reached their target goal.

**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 principal will calculate an overall percentage of how many students, building-wide, reached the proficiency benchmark.

**Step 3: Calculation Process:**

The building principal's score will be calculated by first averaging each the growth (process 1) and the achievement (process 2) percentages for each of the assessments used their building (STAR Literacy Enterprise and/or STAR Reading Enterprise and STAR Math Enterprise). The resulting STAR Literacy Enterprise and/or STAR Reading Enterprise percentage and STAR Math Enterprise percentages will then be averaged equally to render a single overall percentage. This percentage score will be converted to a local measure H.E.D.I. score for each building principal using the conversion chart (A) found in this document.

Each building principal will receive an individual H.E.D.I score based only on his/her assigned students in their building.

**Building Principals: 9-12**

For these building principals, the point conversion and HEDI score will be calculated using the point conversion chart (B) found in this document.

The following scoring process will be used to calculate the Local Measure Score.

**Scoring Process:** The percentage of students who pass the listed exams will be averaged together resulting in a single overall percentage measure of achievement. This achievement percentage will be based on the percentage of students in that academic year that passed with a 65 or higher on the following required New York State Regents exams:

1. Integrated Algebra
2. Global History and Geography
3. U.S. History and Government
4. Living Environment
5. Comprehensive English

This percentage will be converted to a local measure H.E.D.I. score for each building principal using the conversion chart (B) found in this document.

Each building principal will receive an individual H.E.D.I score based only on his/her assigned students in their building.

## Principal's Local Measures - HEDI Conversion Charts

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

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		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	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	

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

Percentage of students achieving a passing grade (65%) on the 5 required exams (Comprehensive English, US History and Government, Global History and Government, Living Environment or

Earth Science and Integrated Algebra) for the 2012-2013 school year.

**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

***\*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.

## Wellsville Central School District (022601060000)

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

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

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

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

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

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

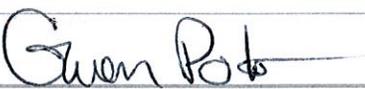
The December 5, 2012 version of the District's APPR plan effectively replaces the October 23, 2012 dated version.

**Signatures, dates**

Superintendent Signature: Date: 12.5.12

Kimberly A. Mueller 

Teachers Union Co-President Signature: Date: 12-5-12

Gwen Potter 

Teachers Union Co-President Signature: Date: 12/5/12

Sandra Quick 

Administrative Union President Signature: Date: 12.5.12

Mary Ellen O'Connell 

Board of Education President Signature: Date:

Alan Mosher 