



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

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

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August 22, 2013

Revised

Dr. Christopher Brown, Superintendent
West Genesee Central School District
300 Sanderson Drive
Camillus, NY 13031

Dear Superintendent Brown:

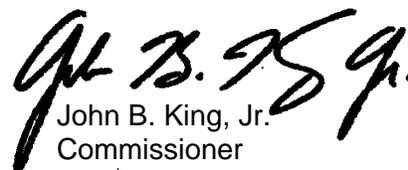
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,


John B. King, Jr.
Commissioner

Attachment

c: J. Francis Manning

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Friday, May 17, 2013

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 420101060000

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

420101060000

1.2) School District Name: WEST GENESEE CSD

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

WEST GENESEE CSD

1.3) Assurances

Please check all of the boxes below:

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

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval Checked

1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, August 15, 2013

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	West Genesee-developed K ELA growth assessment
1	District, regional, or BOCES-developed assessment	West Genesee-developed 1st Grade ELA growth assessment
2	District, regional, or BOCES-developed assessment	West Genesee-developed 2nd Grade ELA growth assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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.

Teachers collect evidence about their students' prior academic performance to establish a baseline. Using the baseline data, the teachers set a class-wide growth target that meets a minimum rigor expectation for the growth of their students. The growth is measured by the students' performance on the specified growth assessment that is rigorous and comparable across classrooms. The principal approves the target. The percent of students who meet the target will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the target is met; Effective where 70-84% of the target is met; Developing where 50-69% of the target is met; and Ineffective where 0-49% of the target is met. See rubric below for specific point

	breakdown.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	18-20 points will be assigned where 85-100% of the target is met. Specifically if 95% and above of the target is met, 20 points will be awarded. 90-94% = 19 points, 85-89% = 18 points.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	9-17 points will be assigned where 70-84% of the target is met. Specifically 84% = 17 points, 83% = 16 points, 82% = 15 points, 81% = 14 points; 79-80% = 13 points; 77-78% = 12 points, 75-76% = 11 points, 73-74% = 10 points, 70-72% = 9 points.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	3-8 points will be assigned where 50-69% of the target is met. Specifically 66-69% = 8 points, 62-65% = 7 points, 58-61% = 6 points, 54-57% = 5 points, 52-53% = 4 points, 50-51% = 3 points.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-2 points will be assigned where 0-49% of the target is met. Specifically, 30-49% = 2 points, 15-29% = 1 point, 0-14% = 0 points.

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	West Genesee-developed K Math growth assessment
1	District, regional, or BOCES-developed assessment	West Genesee-developed 1st Grade Math growth assessment
2	District, regional, or BOCES-developed assessment	West Genesee-developed 2nd Grade Math growth assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers collect evidence about their students' prior academic performance to establish a baseline. Using the baseline data, the teachers set a class-wide growth target that meets a minimum rigor expectation for the growth of their students. The growth is measured by the students' performance on the specified growth assessment that is rigorous and comparable across classrooms. The principal approves the target. The percent of students who meet the target will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the target is met; Effective where 70-84% of the target is met; Developing where 50-69% of the target is met; and Ineffective where 0-49%
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	of the target is met. See rubric below for specific point breakdown.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	18-20 points will be assigned where 85-100% of the target is met. Specifically if 95% and above of the target is met, 20 points will be awarded. 90-94% = 19 points, 85-89% = 18 points.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	9-17 points will be assigned where 70-84% of the target is met. Specifically 84% = 17 points, 83% = 16 points, 82% = 15 points, 81% = 14 points; 79-80% = 13 points; 77-78% = 12 points, 75-76% = 11 points, 73-74% = 10 points, 70-72% = 9 points.
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-2 points will be assigned where 0-49% of the target is met. Specifically, 30-49% = 2 points, 15-29% = 1 point, 0-14% = 0 points.

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	West Genesee-developed grade 6 Science growth assessment
7	District, regional or BOCES-developed assessment	West Genesee-developed grade 7 Science growth assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers collect evidence about their students' prior academic performance to establish a baseline. Using the baseline data, the teachers set a class-wide growth target that meets a minimum rigor expectation for the growth of their students. The growth is measured by the students' performance on the specified growth assessment that is rigorous and comparable across classrooms. The principal approves the target. The percent of students who meet the target will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the target is met; Effective where 70-84% of the target is met; Developing where 50-69% of the target is met; and Ineffective where 0-49% of the target is met. See rubric below for specific point
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	breakdown.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	18-20 points will be assigned where 85-100% of the target is met. Specifically if 95% and above of the target is met, 20 points will be awarded. 90-94% = 19 points, 85-89% = 18 points.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	9-17 points will be assigned where 70-84% of the target is met. Specifically 84% = 17 points, 83% = 16 points, 82% = 15 points, 81% = 14 points; 79-80% = 13 points; 77-78% = 12 points, 75-76% = 11 points, 73-74% = 10 points, 70-72% = 9 points.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	3-8 points will be assigned where 50-69% of the target is met. Specifically 66-69% = 8 points, 62-65% = 7 points, 58-61% = 6 points, 54-57% = 5 points, 52-53% = 4 points, 50-51% = 3 points.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-2 points will be assigned where 0-49% of the target is met. Specifically, 30-49% = 2 points, 15-29% = 1 point, 0-14% = 0 points.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	West Genesee-developed Grade 6 Social Studies growth assessment
7	District, regional or BOCES-developed assessment	West Genesee-developed Grade 7 Social Studies growth assessment
8	District, regional or BOCES-developed assessment	West Genesee-developed Grade 8 Social Studies growth assessment

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

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.	Teachers collect evidence about their students' prior academic performance to establish a baseline. Using the baseline data, the teachers set a class-wide growth target that meets a minimum rigor expectation for the growth of their students. The growth is measured by the students' performance on the specified growth assessment that is rigorous and comparable across classrooms. The principal approves the target. The percent of students who meet the target will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the target is met; Effective where 70-84% of the target is met; Developing where 50-69% of the target is met; and Ineffective where 0-49% of the target is met. See rubric below for specific point breakdown.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20 points will be assigned where 85-100% of the target is met. Specifically if 95% and above of the target is met, 20 points will be awarded. 90-94% = 19 points, 85-89% = 18

	points.
Effective (9 - 17 points) Results meet District goals for similar students.	9-17 points will be assigned where 70-84% of the target is met. Specifically 84% = 17 points, 83% = 16 points, 82% = 15 points, 81% = 14 points; 79-80% = 13 points; 77-78% = 12 points, 75-76% = 11 points, 73-74% = 10 points, 70-72% = 9 points.
Developing (3 - 8 points) Results are below District goals for similar students.	3-8 points will be assigned where 50-69% of the target is met. Specifically 66-69% = 8 points, 62-65% = 7 points, 58-61% = 6 points, 54-57% = 5 points, 52-53% = 4 points, 50-51% = 3 points.
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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	West Genesee-developed Global 1 growth assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers collect evidence about their students' prior academic performance to establish a baseline. Using the baseline data, the teachers set a class-wide growth target that meets a minimum rigor expectation for the growth of their students. The growth is measured by the students' performance on the specified growth assessment that is rigorous and comparable across classrooms. The principal approves the target. The percent of students who meet the target will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the target is met; Effective where 70-84% of the target is met; Developing where 50-69% of the target is met; and Ineffective where 0-49% of the target is met. See rubric below for specific point breakdown.
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20 points will be assigned where 85-100% of the target is met. Specifically if 95% and above of the target is met, 20 points will be awarded. 90-94% = 19 points, 85-89% = 18 points.
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Developing (3 - 8 points) Results are below District goals for similar students.	3-8 points will be assigned where 50-69% of the target is met. Specifically 66-69% = 8 points, 62-65% = 7 points, 58-61% = 6 points, 54-57% = 5 points, 52-53% = 4 points, 50-51% = 3 points.
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2.7) High School Science Regents Courses

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

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

	Science Regents Courses	Assessment
Living Environment	Regents Assessment	Regents assessment
Earth Science	Regents Assessment	Regents assessment
Chemistry	Regents Assessment	Regents assessment
Physics	Regents Assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers collect evidence about their students' prior academic performance to establish a baseline. Using the baseline data, the teachers set a class-wide growth target that meets a minimum rigor expectation for the growth of their students. The growth is measured by the students' performance on the NYS Regents assessment specific to that course. The principal approves the target. The percent of students who meet the target will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the target is met; Effective where 70-84% of the target is met; Developing where 50-69% of the target is met; and Ineffective where 0-49% of the target is met. See rubric below for specific point breakdown.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20 points will be assigned where 85-100% of the target is met. Specifically if 95% and above of the target is met, 20 points will be awarded. 90-94% = 19 points, 85-89% = 18

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Effective (9 - 17 points) Results meet District goals for similar students.	9-17 points will be assigned where 70-84% of the target is met. Specifically 84% = 17 points, 83% = 16 points, 82% = 15 points, 81% = 14 points; 79-80% = 13 points; 77-78% = 12 points, 75-76% = 11 points, 73-74% = 10 points, 70-72% = 9 points.
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2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers collect evidence about their students' prior academic performance to establish a baseline. Using the baseline data, the teachers set a class-wide growth target that meets a minimum rigor expectation for the growth of their students. The growth is measured by the students' performance on the Regents assessments for that course (growth for students enrolled in Algebra for the first time will be measured using the NYS Common Core Algebra Regents--students repeating algebra will be measured by their growth on the NYS Integrated Algebra Regents). The principal approves the target. The percent of students who meet the target will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the target is met; Effective where 70-84% of the target is met; Developing where 50-69% of the target is met; and Ineffective where 0-49% of the target is met. See rubric below for specific
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	point breakdown.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	18-20 points will be assigned where 85-100% of the target is met. Specifically if 95% and above of the target is met, 20 points will be awarded. 90-94% = 19 points, 85-89% = 18 points.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-2 points will be assigned where 0-49% of the target is met. Specifically, 30-49% = 2 points, 15-29% = 1 point, 0-14% = 0 points.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	West Genesee-developed Grade 9 ELA growth assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	West Genesee-developed Grade 10 ELA growth assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive ELA Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Teachers collect evidence about their students' prior academic performance to establish a baseline. Using the baseline data, the teachers set a class-wide growth target that meets a minimum rigor expectation for the growth of their students. The growth is measured by the students' performance on the specified assessments that are rigorous and comparable across classrooms. The principal approves the target. The percent of students who meet the target will then be converted to points
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meet the target will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the target is met; Effective where 70-84% of the target is met; Developing where 50-69% of the target is met; and Ineffective where 0-49% of the target is met. See rubric below for specific point breakdown.

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

18-20 points will be assigned where 85-100% of the target is met. Specifically if 95% and above of the target is met, 20 points will be awarded. 90-94% = 19 points, 85-89% = 18 points.

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

9-17 points will be assigned where 70-84% of the target is met. Specifically 84% = 17 points, 83% = 16 points, 82% = 15 points, 81% = 14 points; 79-80% = 13 points; 77-78% = 12 points, 75-76% = 11 points, 73-74% = 10 points, 70-72% = 9 points.

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

3-8 points will be assigned where 50-69% of the target is met. Specifically 66-69% = 8 points, 62-65% = 7 points, 58-61% = 6 points, 54-57% = 5 points, 52-53% = 4 points, 50-51% = 3 points.

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

0-2 points will be assigned where 0-49% of the target is met. Specifically, 30-49% = 2 points, 15-29% = 1 point, 0-14% = 0 points.

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

(No response)

2.11) HEDI Tables or Graphics

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

(No response)

2.12) Locally Developed Controls

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: student prior academic history, students with disabilities, English language learners, and students in poverty.

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, August 21, 2013

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Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

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

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

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

6) A school-wide measure of either student growth or achievement based on either:

(i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or

(ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	West Genesee developed Grade 4 ELA achievement assessment
5	5) District, regional, or BOCES–developed assessments	West Genesee developed Grade 5 ELA achievement assessment
6	5) District, regional, or BOCES–developed assessments	West Genesee developed Grade 6 ELA achievement assessment

7	5) District, regional, or BOCES–developed assessments	West Genesee developed Grade 7 ELA achievement assessment
8	5) District, regional, or BOCES–developed assessments	West Genesee developed Grade 8 ELA achievement 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.	The teachers will develop local achievement targets based on student achievement on the West Genesee-developed Grade-specific ELA achievement assessments that are rigorous and comparable across classrooms. The principal will approve the targets for his/her teachers. The percent of students who meet the target will then be converted to points (0-20 or 0-15 with implementation of Value Added). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the target is met; Effective where 70-84% of the target is met; Developing where 50-69% of the target is met; and Ineffective where 0-49% of the target is met. See rubric below for specific point breakdown.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14-15 points will be assigned where 85-100% of the target is met. Specifically, if 93% and above of the target is met, 15 points will be awarded. 85-92% = 14 points. Until VAM is approved, 18-20 points will be assigned where 85-100% of the target is met. Specifically if 95% and above of the target is met, 20 points will be awarded. 90-94% = 19 points, 85-89% = 18 points.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8-13 points will be assigned where 70-84% of target is met. Specifically, 83-84% = 13 points, 81-82% = 12 points, 79-80% = 11 points, 76-78% = 10 points, 73-75% = 9 points, 70-72% = 8 points. Until VAM is approved, 9-17 points will be assigned where 70-84% of the target is met. Specifically 84% = 17 points, 83% = 16 points, 82% = 15 points, 81% = 14 points; 79-80% = 13 points; 77-78% = 12 points, 75-76% = 11 points, 73-74% = 10 points, 70-72% = 9 points.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-7 points will be assigned where 50-69% of the target is met. Specifically, 66-69% = 7 points, 62-65% = 6 points, 58-61% = 5 points, 54-57% = 4 points, 50-53% = 3 points. Until VAM is approved, 3-8 points will be assigned where 50-69% of the target is met. Specifically 66-69% = 8 points, 62-65% = 7 points, 58-61% = 6 points, 54-57% = 5 points, 52-53% = 4 points, 50-51% = 3 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned where 0-49% of the target is met. Specifically, 30-49% = 2 points, 15-29% = 1 point, 0-14% = 0 points.

The same breakdown of awarded points occurs with or without VAM.

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	West Genesee developed Grade 4 Math achievement assessment
5	5) District, regional, or BOCES–developed assessments	West Genesee developed Grade 5 Math achievement assessment
6	5) District, regional, or BOCES–developed assessments	West Genesee developed Grade 6 Math achievement assessment
7	5) District, regional, or BOCES–developed assessments	West Genesee developed Grade 7 Math achievement assessment
8	5) District, regional, or BOCES–developed assessments	West Genesee developed Grade 8 Math achievement assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The teachers will develop local achievement targets that are based on student achievement on the West Genesee-developed Grade-specific Math achievement assessments that are rigorous and comparable across classrooms. The principal will approve the targets for his/her teachers. The percent of students who meet the target will then be converted to points (0-20 or 0-15 with implementation of Value Added). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the target is met; Effective where 70-84% of the target is met; Developing where 50-69% of the target is met; and Ineffective where 0-49% of the target is met. See rubric below for specific point breakdown.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	14-15 points will be assigned where 85-100% of the target is met. Specifically, if 93% and above of the target is met, 15 points will be awarded. 85-92% = 14 points. Until VAM is approved, 18-20 points will be assigned where 85-100% of the target is met. Specifically if 95% and above of the target is met, 20 points will be awarded. 90-94% = 19 points, 85-89% = 18 points.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	8-13 points will be assigned where 70-84% of target is met. Specifically, 83-84% = 13 points, 81-82% = 12 points, 79-80% = 11 points, 76-78% = 10 points, 73-75% = 9 points, 70-72% =

8 points.

Until VAM is approved, 9-17 points will be assigned where 70-84% of the target is met. Specifically 84% = 17 points, 83% = 16 points, 82% = 15 points, 81% = 14 points; 79-80% = 13 points; 77-78% = 12 points, 75-76% = 11 points, 73-74% = 10 points, 70-72% = 9 points.

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

3-7 points will be assigned where 50-69% of the target is met. Specifically, 66-69% = 7 points, 62-65% = 6 points, 58-61% = 5 points, 54-57% = 4 points, 50-53% = 3 points.

Until VAM is approved, 3-8 points will be assigned where 50-69% of the target is met. Specifically 66-69% = 8 points, 62-65% = 7 points, 58-61% = 6 points, 54-57% = 5 points, 52-53% = 4 points, 50-51% = 3 points.

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

0-2 points will be assigned where 0-49% of the target is met. Specifically, 30-49% = 2 points, 15-29% = 1 point, 0-14% = 0 points.

The same breakdown of awarded points occurs with or without VAM.

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.

(No response)

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

Growth or achievement measure(s) from these options.

One or more of the following types of local measures of student growth or achievement may be used for the evaluation of teachers. The options in the drop-down menus below are abbreviated from the following list:

Measures based on:

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

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

- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
- (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
- (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	West Genesee developed Grade K ELA achievement assessment
1	5) District, regional, or BOCES-developed assessments	West Genesee developed Grade 1 ELA achievement assessment
2	5) District, regional, or BOCES-developed assessments	West Genesee developed Grade 2 ELA achievement assessment
3	5) District, regional, or BOCES-developed assessments	West Genesee developed Grade 3 ELA achievement assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers will develop local achievement targets that are based on student achievement on the West Genesee-developed Grade-specific ELA achievement assessments that are rigorous and comparable across classrooms. The principal will approve the targets for his/her teachers. The percent of students who meet the target will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the target is met; Effective where 70-84% of the target is met; Developing where 50-69% of the target is met; and Ineffective where 0-49% of the target is met. See rubric below for specific point breakdown.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the target is met. Specifically if 95% and above of the target is met, 20 points will be awarded. 90-94% = 19 points, 85-89% = 18 points.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be assigned where 70-84% of the target is met. Specifically 84% = 17 points, 83% = 16 points, 82% = 15 points, 81% = 14 points; 79-80% = 13 points; 77-78% = 12 points, 75-76% = 11 points, 73-74% = 10 points, 70-72% = 9 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of the target is met. Specifically 66-69% = 8 points, 62-65% = 7 points, 58-61% = 6 points, 54-57% = 5 points, 52-53% = 4 points, 50-51% = 3 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned where 0-49% of the target is met. Specifically, 30-49% = 2 points, 15-29% = 1 point, 0-14% = 0 points.

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	West Genesee developed Grade K Math achievement assessment
1	5) District, regional, or BOCES-developed assessments	West Genesee developed Grade 1 Math achievement assessment
2	5) District, regional, or BOCES-developed assessments	West Genesee developed Grade 2 Math achievement assessment
3	5) District, regional, or BOCES-developed assessments	West Genesee developed Grade 3 Math achievement assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers will develop local achievement targets that are based on student achievement on the West Genesee-developed Grade-specific Math achievement assessments that are rigorous and comparable across classrooms. The principal will approve the targets for his/her teachers. The percent of students who meet the target will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the target is met; Effective where 70-84% of the target is met; Developing where 50-69% of the target is met; and Ineffective where 0-49% of the target is met. See rubric below for specific point breakdown.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the target is met. Specifically if 95% and above of the target is met, 20 points will be awarded. 90-94% = 19 points, 85-89% = 18 points.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be assigned where 70-84% of the target is met. Specifically 84% = 17 points, 83% = 16 points, 82% = 15 points, 81% = 14 points; 79-80% = 13 points; 77-78% = 12 points, 75-76% = 11 points, 73-74% = 10 points, 70-72% = 9 points.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of the target is met. Specifically 66-69% = 8 points, 62-65% = 7 points, 58-61% = 6 points, 54-57% = 5 points, 52-53% = 4 points, 50-51% = 3 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned where 0-49% of the target is met. Specifically, 30-49% = 2 points, 15-29% = 1 point, 0-14% = 0 points.

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES-developed assessments	West Genesee developed Grade 6 Science achievement assessment
7	5) District, regional, or BOCES-developed assessments	West Genesee developed Grade 7 Science achievement assessment
8	5) District, regional, or BOCES-developed assessments	West Genesee developed Grade 8 Science achievement assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers will develop local achievement targets that are based on student achievement on the West Genesee-developed Grade-specific Science achievement assessments that are rigorous and comparable across classrooms. The principal will approve the targets for his/her teachers. The percent of students who meet the target will then be converted to points (0-20). The
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points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the target is met; Effective where 70-84% of the target is met; Developing where 50-69% of the target is met; and Ineffective where 0-49% of the target is met. See rubric below for specific point breakdown.

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

18-20 points will be assigned where 85-100% of the target is met. Specifically if 95% and above of the target is met, 20 points will be awarded. 90-94% = 19 points, 85-89% = 18 points.

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

9-17 points will be assigned where 70-84% of the target is met. Specifically 84% = 17 points, 83% = 16 points, 82% = 15 points, 81% = 14 points; 79-80% = 13 points; 77-78% = 12 points, 75-76% = 11 points, 73-74% = 10 points, 70-72% = 9 points.

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

3-8 points will be assigned where 50-69% of the target is met. Specifically 66-69% = 8 points, 62-65% = 7 points, 58-61% = 6 points, 54-57% = 5 points, 52-53% = 4 points, 50-51% = 3 points.

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

0-2 points will be assigned where 0-49% of the target is met. Specifically, 30-49% = 2 points, 15-29% = 1 point, 0-14% = 0 points.

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	West Genesee developed Grade 6 Social Studies achievement assessment
7	5) District, regional, or BOCES–developed assessments	West Genesee developed Grade 7 Social Studies achievement assessment
8	5) District, regional, or BOCES–developed assessments	West Genesee developed Grade 8 Social Studies achievement assessment

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

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

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

The teachers will develop local achievement targets that are based on student achievement on the West Genesee-developed Grade-specific Social Studies achievement assessments that are rigorous and comparable across classrooms. The principal will approve the targets for his/her teachers. The percent of students who meet the target will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will

receive a Highly Effective rating where 85-100% of the target is met; Effective where 70-84% of the target is met; Developing where 50-69% of the target is met; and Ineffective where 0-49% of the target is met. See rubric below for specific point breakdown.

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

18-20 points will be assigned where 85-100% of the target is met. Specifically if 95% and above of the target is met, 20 points will be awarded. 90-94% = 19 points, 85-89% = 18 points.

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

9-17 points will be assigned where 70-84% of the target is met. Specifically 84% = 17 points, 83% = 16 points, 82% = 15 points, 81% = 14 points; 79-80% = 13 points; 77-78% = 12 points, 75-76% = 11 points, 73-74% = 10 points, 70-72% = 9 points.

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

3-8 points will be assigned where 50-69% of the target is met. Specifically 66-69% = 8 points, 62-65% = 7 points, 58-61% = 6 points, 54-57% = 5 points, 52-53% = 4 points, 50-51% = 3 points.

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

0-2 points will be assigned where 0-49% of the target is met. Specifically, 30-49% = 2 points, 15-29% = 1 point, 0-14% = 0 points.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	West Genesee developed Global 1 achievement assessment
Global 2	5) District, regional, or BOCES–developed assessments	West Genesee developed Global 2 achievement assessment
American History	5) District, regional, or BOCES–developed assessments	West Genesee developed American History achievement assessment

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

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

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

The teachers will develop local achievement targets that are based on student achievement on the West Genesee-developed course-specific achievement assessments that are rigorous and comparable across classrooms. The principal will approve the

targets for his/her teachers. The percent of students who meet the target will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the target is met; Effective where 70-84% of the target is met; Developing where 50-69% of the target is met; and Ineffective where 0-49% of the target is met. See rubric below for specific point breakdown.

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

18-20 points will be assigned where 85-100% of the target is met. Specifically if 95% and above of the target is met, 20 points will be awarded. 90-94% = 19 points, 85-89% = 18 points.

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

9-17 points will be assigned where 70-84% of the target is met. Specifically 84% = 17 points, 83% = 16 points, 82% = 15 points, 81% = 14 points; 79-80% = 13 points; 77-78% = 12 points, 75-76% = 11 points, 73-74% = 10 points, 70-72% = 9 points.

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

3-8 points will be assigned where 50-69% of the target is met. Specifically 66-69% = 8 points, 62-65% = 7 points, 58-61% = 6 points, 54-57% = 5 points, 52-53% = 4 points, 50-51% = 3 points.

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

0-2 points will be assigned where 0-49% of the target is met. Specifically, 30-49% = 2 points, 15-29% = 1 point, 0-14% = 0 points.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES-developed assessments	West Genesee developed Living Environment achievement assessment
Earth Science	5) District, regional, or BOCES-developed assessments	West Genesee developed Earth Science achievement assessment
Chemistry	5) District, regional, or BOCES-developed assessments	West Genesee developed Chemistry achievement assessment
Physics	5) District, regional, or BOCES-developed assessments	West Genesee developed Physics achievement assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers will develop local achievement targets that are based on student achievement on the West Genesee-developed course-specific achievement assessments that are rigorous and comparable across classrooms. The principal will approve the targets for his/her teachers. The percent of students who meet the target will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the target is met; Effective where 70-84% of the target is met; Developing where 50-69% of the target is met; and Ineffective where 0-49% of the target is met. See rubric below for specific point breakdown.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the target is met. Specifically if 95% and above of the target is met, 20 points will be awarded. 90-94% = 19 points, 85-89% = 18 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be assigned where 70-84% of the target is met. Specifically 84% = 17 points, 83% = 16 points, 82% = 15 points, 81% = 14 points; 79-80% = 13 points; 77-78% = 12 points, 75-76% = 11 points, 73-74% = 10 points, 70-72% = 9 points.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of the target is met. Specifically 66-69% = 8 points, 62-65% = 7 points, 58-61% = 6 points, 54-57% = 5 points, 52-53% = 4 points, 50-51% = 3 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned where 0-49% of the target is met. Specifically, 30-49% = 2 points, 15-29% = 1 point, 0-14% = 0 points.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES-developed assessments	West Genesee developed Algebra 1 achievement assessment
Geometry	5) District, regional, or BOCES-developed assessments	West Genesee developed Geometry achievement assessment
Algebra 2	5) District, regional, or BOCES-developed assessments	West Genesee developed Algebra 2 achievement assessment

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

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

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The teachers will develop local achievement targets that are based on student achievement on the West Genesee-developed course-specific achievement assessments that are rigorous and comparable across classrooms. The principal will approve the targets for his/her teachers. The percent of students who meet the target will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the target is met; Effective where 70-84% of the target is met; Developing where 50-69% of the target is met; and Ineffective where 0-49% of the target is met. See rubric below for specific point breakdown.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	18-20 points will be assigned where 85-100% of the target is met. Specifically if 95% and above of the target is met, 20 points will be awarded. 90-94% = 19 points, 85-89% = 18 points.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	9-17 points will be assigned where 70-84% of the target is met. Specifically 84% = 17 points, 83% = 16 points, 82% = 15 points, 81% = 14 points; 79-80% = 13 points; 77-78% = 12 points, 75-76% = 11 points, 73-74% = 10 points, 70-72% = 9 points.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	3-8 points will be assigned where 50-69% of the target is met. Specifically 66-69% = 8 points, 62-65% = 7 points, 58-61% = 6 points, 54-57% = 5 points, 52-53% = 4 points, 50-51% = 3 points.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-2 points will be assigned where 0-49% of the target is met. Specifically, 30-49% = 2 points, 15-29% = 1 point, 0-14% = 0 points.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES-developed assessments	West Genesee developed Grade 9 ELA achievement assessment
Grade 10 ELA	5) District, regional, or BOCES-developed assessments	West Genesee developed Grade 10 ELA achievement assessment
Grade 11 ELA	5) District, regional, or BOCES-developed assessments	West Genesee developed Grade 11 ELA achievement assessment

For High School English Language Arts: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The teachers will develop local achievement targets that are based on student achievement on the West Genesee-developed grade/course specific achievement assessment that are rigorous and comparable across classrooms. The principal will approve the targets for his/her teachers. The percent of students who meet the target will then be converted to points (0-20). The points fall into the HEDI categories set by SED. A teacher will receive a Highly Effective rating where 85-100% of the target is met; Effective where 70-84% of the target is met; Developing where 50-69% of the target is met; and Ineffective where 0-49% of the target is met. See rubric below for specific point breakdown.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>18-20 points will be assigned where 85-100% of the target is met. Specifically if 95% and above of the target is met, 20 points will be awarded. 90-94% = 19 points, 85-89% = 18 points.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>9-17 points will be assigned where 70-84% of the target is met. Specifically 84% = 17 points, 83% = 16 points, 82% = 15 points, 81% = 14 points; 79-80% = 13 points; 77-78% = 12 points, 75-76% = 11 points, 73-74% = 10 points, 70-72% = 9 points.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>3-8 points will be assigned where 50-69% of the target is met. Specifically 66-69% = 8 points, 62-65% = 7 points, 58-61% = 6 points, 54-57% = 5 points, 52-53% = 4 points, 50-51% = 3 points.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-2 points will be assigned where 0-49% of the target is met. Specifically, 30-49% = 2 points, 15-29% = 1 point, 0-14% = 0 points.</p>

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

(No response)

3.13) HEDI Tables or Graphics

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

(No response)

3.14) Locally Developed Controls

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

(No response)

3.15) Teachers with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score. Examples may include: 4th grade teacher with locally-selected measures for both ELA and Math; High School teacher with more than 1 SLO.

If educators have more than one teacher-specific achievement score, the measures will each earn a score from 0-15 (or 0-20 points, as applicable). A weighted average will then be calculated based on the number of students that generated each achievement score. Normal rounding rules will apply. In no case shall rounding cause a teacher's score to change from one HEDI band to another.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, August 22, 2013

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4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric (2012 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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

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

Structured reviews of lesson plans, student portfolios and other teacher artifacts

(No response)

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, label accordingly, and combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 4.2. (MS Word)

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The Standards will each be worth the following points toward the total possible score of 60 points:

- Standard I: Knowledge of Students and Student Learning (7 points)
- Standard II: Knowledge of Content and Instructional Planning (10 points)
- Standard III: Instructional Practice (12 points)

- Standard IV: Learning Environment (9 points)
- Standard V: Assessment of Student Learning (6 points)
- Standard VI: Professional Responsibilities and Collaboration (10 points)
- Standard VII: Professional Growth (6 points)

Using the NYSUT (2012) Rubric, at least one indicator from every element within a Standard will be scored. Each observed indicator will be rated on the totality of evidence collected throughout the year on the rubric as Highly Effective (4), Effective (3), Developing (2), or Ineffective (1). The average score of the indicators in a Standard will then be multiplied by a weight factor for that Standard that represents the value of that Standard. Each weighted Standard value is added to determine an overall total average rubric score. The average rubric score is then applied to the negotiated 60-point scoring bands to calculate a score from 0-60.

See the attached graphic for the weight factors and 60-point scoring bands.

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

[assets/survey-uploads/12179/507405-eka9yMJ855/MME b.pdf](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	3.700 - 4.000 on the attached graphic correlates to subcomponent scores of 59 - 60.
Effective: Overall performance and results meet NYS Teaching Standards.	2.900 - 3.699 on the attached graphic correlates to subcomponent scores of 57 - 58.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	1.900 - 2.899 on the attached graphic correlates to subcomponent scores of 50 - 56.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	1.000 - 1.899 on the attached graphic correlates to subcomponent scores of 0 - 49.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

4.6) Observations of Probationary Teachers Enter Total	4
--	---

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Both
-

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- Both
-

5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Wednesday, July 31, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

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

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

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

Overall Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above

91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Thursday, August 15, 2013

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

[assets/survey-uploads/5265/129131-Df0w3Xx5v6/AppF TIP.pdf](#)

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The district and association agree that no decisions with monetary implications will be derived from a teacher's rating of either effective or highly effective. Therefore, teachers will be afforded the opportunity to write a written response within fifteen days of

receiving their rating to be added to the annual evaluation if their score indicates either of these two ratings.

APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY

Appeals of annual professional performance reviews should be limited to those that rate a tenured teacher as Ineffective or Developing only if the maximum number of points that a discrepancy represents has the potential to move the individual's total points from a ranking of Ineffective or Developing to a higher ranking.

WHAT MAY BE CHALLENGED IN AN APPEAL

Appeal procedures should limit the scope of appeals under Education Law §3012-c to the following subjects:

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

PROHIBITION AGAINST MORE THAN ONE APPEAL

A teacher may not file multiple appeals regarding the same performance review or teacher improvement plan. All grounds for appeal must be raised with specificity within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.

BURDEN OF PROOF

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which petitioner seeks relief.

TIMEFRAME FOR FILING APPEAL

All appeals must be submitted in writing no later than 15 calendar days of the date when the teacher receives his or her annual professional performance review. If a teacher is challenging the issuance of a teacher improvement plan, appeals must be filed with 15 days of issuance of such plan. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.

When filing an appeal, the teacher 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 documents or 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.

TIMEFRAME FOR DISTRICT RESPONSE

Within 15 calendar days of receipt of an appeal, the school district staff member(s) who issued the performance review or were or are responsible for either the issuance and/or implementation of the terms of the teacher's improvement plan must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the school district's and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.

DECISION-MAKER ON APPEAL

A decision shall be rendered by the superintendent of schools.

DECISION

A written decision on the merits of the appeal shall be rendered no later than 30 calendar days from the date upon which the teacher filed his or her appeal. The appeal shall 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 response to the appeal and additional documentary evidence submitted with such papers. Such decision shall be final.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the reviewer may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator or the person responsible for either issuing or implementing the terms of an improvement plan, if that person is different.

EXCLUSIVITY OF §3012-C APPEAL PROCEDURE

The 3012-c appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan, except as otherwise authorized by law.

NON-TENURED TEACHERS

Non-tenured teachers will have the right to add a response to the annual evaluation within 15 calendar days of receiving the composite score. The response will be kept in his/her personnel file with the annual evaluation.

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

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

The superintendent will ensure that all evaluators have been trained and that all lead evaluators have been trained and certified in accordance with regulation. The district will utilize the OCM BOCES Network Team evaluator training and lead evaluator training and certification in accordance with SED procedures and processes. Lead evaluators and evaluators shall successfully complete a training course that consists of approximately 30 hours of training that meets the minimum requirements as prescribed by regulation, and shall provide training on:

1. the New York State Teaching Standards, and their related elements and performance indicators;
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 New York State regulation;
4. application and use of the State-approved teacher rubric selected by the district for use in evaluations, including training on the effective application of the rubric to observe a teacher practice;
5. application and use of any assessment tools that the school district utilizes to evaluate its classroom teachers, 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 to evaluate its teachers;
7. use of the Statewide Instructional Reporting System;
8. the scoring methodology utilized by the Department and/or the district to evaluate a teacher, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their subcomponent ratings; and
9. specific considerations in evaluating teachers of English language learners and students with disabilities.

Upon completion of the initial year-long training for evaluators/lead evaluators, administrators will be certified as lead evaluators. Administrators responsible for teacher evaluations will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators provided by the OCM BOCES Network Team. This training will support the continued growth in understanding the nine elements of performance review listed above. Administrators who complete annual follow-up training will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis that consists of approximately 15 hours of training for purposes of continued growth in understanding of the teacher performance evaluation process. The OCM BOCES Network Team will be utilized to provide initial training as well as the ongoing annual training. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain 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)

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Updated Wednesday, August 21, 2013

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

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

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

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

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

3 - 5
K - 5
6 - 8
9 - 12
(No response)
(No response)
(No response)

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

Please check the boxes below:

7.2) Assurances -- State-Provided Measures of Student Growth Assure that the value-added growth score(s) 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	Checked

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

First, list the grade configuration of the school or program the SLO applies to. Then, using the drop-down boxes below, please select the type of assessment that will be used for SLOs for the school/program listed. Finally, name the specific assessment listing the full name of the assessment. Districts or BOCES that intend to use a district, regional, or BOCES-developed assessment must include the name, grade, and subject of the assessment in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.” For State-approved 3rd party assessments, please include the name of the assessment exactly as it appears in RED on the State-approved list. For State assessments or Regents examinations, please indicate as such in the assessment name.

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-2	District, regional, or BOCES-developed	West Genesee Developed Grades K-2 ELA and Math growth assessments

Describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to principals based on SLO results, consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

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 K-2 principal will establish grade-level growth targets representing a minimum rigor expectation for growth for each assessment with approval from the Superintendent. The measures will each earn a score from 0-20 points and the District will weight each in proportion to the number of students covered by the SLO to reach a combined score for this subcomponent. See upload
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	85 - 100% of students meet the minimum rigor expectation of growth established by the K-2 principal and approved by the Superintendent on the West Genesee Developed Grades K-2 ELA and Math growth assessments
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70 - 84% of students meet the minimum rigor of expectation of growth established by the K-2 principal and approved by the Superintendent on the West Genesee Developed Grades K-2

ELA and Math growth assessments

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

50 - 69% of students meet the minimum rigor of expectation of growth established by the K-2 principal and approved by the Superintendent on the West Genesee Developed Grades K-2 ELA and Math growth assessments

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

0 - 49% of students meet the minimum rigor of expectation of growth established by the K-2 principal and approved by the Superintendent on the West Genesee Developed Grades K-2 ELA and Math growth assessments

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/12156/507408-lha0DogRNw/7.3 2013 resubmit_2.pdf

7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are the following: prior student achievement results, students with disabilities, English language learners, and students in poverty.

(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: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	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, April 30, 2013

Updated Thursday, August 22, 2013

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.

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	West Genesee developed Grades K-5 ELA and Math achievement assessments
6-8	(d) measures used by district for teacher evaluation	West Genesee-developed Grades 6-8 ELA and Math achievement assessments
9-12	(g) % achieving specific level on Regents or alternatives	NYS Regents Comprehensive Examination in English and NYS Common Core Regents Examination in Algebra I or NYS Integrated Algebra Regents
3-5	(d) measures used by district for teacher evaluation	West Genesee developed Grades 3-5 ELA and Math achievement assessments

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 upload
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100% of students meet achievement target
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70 - 84% of students meet achievement target
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 - 69% of students meet achievement target

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

0 - 49% of students meet achievement target

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/12190/507409-qBFVOWF7fC/8.1 Student Achievement 2013 resubmit_3.pdf

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

In the table below, list all of the grade configurations/programs used in your district or BOCES in which the district/BOCES expects that fewer than 30% of students will receive a State-provided growth score (e.g., K-2, K-3, CTE). Then for each grade configuration, select a measure from the drop-down menu. As a reminder, the grade configurations/programs listed in Task 8.2 should be the same as those listed in Task 7.3.

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
K-2	(d) measures used by district for teacher evaluation	West Genesee developed Grades K-2 ELA and Math achievement assessments

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 upload
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85 - 100% of students meet achievement target
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70 - 84% of students meet achievement target
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50 - 69% of students meet achievement target
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0 - 49% of students meet achievement target

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/12190/507409-T8MIGWUVm1/8.1 Student Achievement 2013 resubmit_3.pdf

8.3) Locally Developed Controls

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

(No response)

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.

Each principal's cumulative LAT score will be derived by weighting proportionally HEDI scores (0-15 or 0-20, as appropriate) from each target based on the number of students taking each assessment in each grade level (K-2, 3-5, K-5, 6-8) or on each Regents examination (9-12), depending on building configuration. Normal rounding rules will apply. In no case shall rounding cause a principal's score to change from one HEDI band to another.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, August 22, 2013

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below if assigning any points to "ambitious and measurable goals":

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

9.3) Assurances -- Goals Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)
--	---------------

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) Structured feedback from families using a State-approved tool	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) School visits by other trained evaluators	(No response)
--	---------------

9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
---	---------------

9.5) Survey Tool(s) (if applicable)

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

(No response)

Note: When the State-approved survey list is updated, this list will be updated within the drop-down menu of approved survey tools.

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
---	---------------

K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
--	---------------

K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
---	---------------

K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
--	---------------

K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
---	---------------

District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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.

60% of the composite effectiveness score is based on other measures of principal effectiveness consistent with standards prescribed by the Commissioner in regulation. The MPPR Rubric (2011) will be used to evaluate principals. Each of the 6 domains of the rubric will be worth the following points toward the total possible score of 60 points:

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders (6 points);
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth (16 points);
3. Ensure management of the organization, operation, and resources for a safe, efficient, and effective learning environment (12 points);
4. Collaborate with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources (8 points);
5. Act with integrity, fairness, and in an ethical manner (12 points);
6. Understand, respond to, and influence the political, social, economic, legal, and cultural context (6 points).

Using the MPPR Rubric (2011) at least one indicator from every Domain will be scored. Each observed indicator will be rated on the totality of the evidence collected throughout the year on the rubric as Highly Effective (4), Effective (3), Developing (2), or Ineffective (1). The average score of the indicators in a Domain will then be multiplied by a weight factor for that Domain that represents the value of that Domain. Each weighted Domain value is added to determine an overall total average rubric score. The average rubric score is then applied to the negotiated 60-point scoring bands to calculate a score from 0-60.

See the attached graphic for the weight factors and 60-point scoring bands.

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

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.	Overall performance and results exceed ISLLC leadership standards.
Effective: Overall performance and results meet standards.	Overall performance and results meet ISLLC leadership standards.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet ISLLC leadership standards.
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet ISLLC leadership standards.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

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Updated Monday, August 12, 2013

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

The Commissioner shall review the specific scoring ranges for each of the rating categories annually before the start of each school year and shall recommend any changes to the Board of Regents for consideration.

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

Where there is no Value-Added measure

Growth or Comparable Measures
Locally-selected Measures of growth or achievement
Other Measures of Effectiveness
(60 points)

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

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

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Thursday, August 15, 2013

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

assets/survey-uploads/5276/138588-Df0w3Xx5v6/PIP_1.pdf

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

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

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

B. Tenured principals' appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation for tenured principals in accordance with Education Law 3012-c no later than fifteen (15) business days from receipt of the final rating. Non-tenured principals may submit a response to the Superintendent no later than fifteen (15) business days from the receipt of the final rating.

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

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

E. All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

F. An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review.

G. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.

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

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

J. Within five (5) business days of the district's response, a single individual hearing officer shall be mutually chosen by the Superintendent and Association President from a list of hearing officers trained and approved by the BOCES served by the District. In the event that the BOCES does not maintain a list of trained and approved hearing officers, the Superintendent and Association President shall mutually agree upon three trained hearing officers. The hearing officer for a specific appeal hearing will be assigned by lottery from this list. The parties agree that:

- a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.
- b. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se; the cost of which shall be borne by the party hiring the representation;
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;
- e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;
- f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.

K. A written decision on the merits of the appeal shall be rendered by the hearing officer no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision. The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either affirm or set aside a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

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

M. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.

N. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to

the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a notice of appeal does not waive her/his right to file an appeal.

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

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

The Board of Education will ensure that all evaluators have been trained and that all principal evaluators have been trained and certified in accordance with regulation. The district will utilize BOCES Network Team lead evaluator training and principal evaluator training and certification in accordance with SED procedures and processes. Principal evaluators shall successfully complete an initial training course that consists of approximately 30 hours that meets the minimum requirements as prescribed by regulation, and shall provide training on:

1. ISLLC 2008 Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile and VA growth Model data
4. Application and use of the State-approved Multidimensional Principal Performance Rubrics Application and use of any assessment tools used to evaluate principals
5. Application and use of State-approved locally selected measures of student achievement
6. Use of the Statewide Instructional Reporting System
7. Scoring methodology used to evaluate principals
8. Specific considerations in evaluating principals of ELLs and students with disabilities
9. State-determined district-wide student growth goal setting process (Student Learning Objectives)
10. Effective supervisory visits and feedback
11. Soliciting structured feedback from constituent groups
12. Reviewing school documents, records, state accountability processes and other measures
13. Principal contribution to teacher effectiveness

Upon completion of the initial year-long training for evaluators/lead evaluators, administrators will be certified as lead evaluators. Administrators responsible for principal evaluations will continue training on an annual basis through participation in the annual follow-up training for evaluators/lead evaluators provided by the OCM BOCES Network Team. This training will support the continued growth in understanding the thirteen elements of performance review listed above. Administrators who complete annual follow-up training will be recertified as lead evaluators. The Board of Education designates the superintendent to ensure that lead evaluators participate in the initial year-long training for lead evaluators and then participate in ongoing training on an annual basis for purposes of continued growth in understanding of the principal performance evaluation process. The OCM BOCES Network Team will be utilized to provide initial training as well as the ongoing annual training of approximately 15 hours. The initial training for evaluators/lead evaluators and the annual training, thereafter, for purposes of continued growth, will maintain inter-rater reliability over time.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Thursday, August 22, 2013

Page 1

12.1) Upload the Joint Certification of the APPR Plan

Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

<assets/survey-uploads/12158/507413-3Uqgn5g9Iu/Signatures 8-22.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.

Scoring Procedures for Multiple Measures of Effectiveness

The Standards will each be worth the following points toward the total possible score of 60 points.

Standards	Knowledge of Student and Student Learning	Knowledge of Content and Instructional Planning	Instructional Practice	Learning Environment	Assessment for Student Learning	Professional Responsibility and Collaboration	Professional Growth
Points	7 points	10 Points	12 Points	9 Points	6 Points	10 Points	6 Points
Weight Factor	0.117	0.167	0.200	0.150	0.100	0.167	0.100

At least one indicator from every element within a Standard will be scored. Each observed indicator will be rated on the rubric as Highly Effective (4), Effective (3), Developing (2), or Ineffective (1).

The average rating for each Standard will be calculated to the nearest 0.001 using standard rounding rules.

The average rating for each Standard will be multiplied by the weight factor for that Standard.

The total weighted rubric score will be calculated by adding the weighted rubric scores for each Standard together and rounding to the nearest 0.001 using standard rounding rules.

Then the total weighted Standard score is then applied to the negotiated 60-point scoring bands (table follows on next pages).

APPR Multiple Measures of Effectiveness Summary							
Standard	1	2	3	4	5	6	7
Average Standard Rating							
Weight	X 0.117	X 0.167	X 0.200	X 0.150	X 0.100	X 0.167	X 0.100
Weighted Rubric Score							
TOTAL WEIGHTED RUBRIC SCORE				<input type="text"/>			
MME Score based on conversion chart				<input type="text"/>			

The Total Weighted Rubric Score will be converted to the Multiple Measures of Effectiveness score using the chart below:

Total Weighted Rubric Score	Multiple Measures of Effectiveness Score
INEFFECTIVE	
1.000-1.002	0
1.003-1.005	1
1.006-1.007	2
1.008-1.015	3
1.016-1.023	4
1.024-1.031	5
1.032-1.039	6
1.040-1.047	7
1.048-1.055	8
1.056-1.063	9
1.064-1.071	10
1.072-1.079	11
1.080-1.087	12
1.088-1.095	13
1.096-1.099	14
1.100-1.109	15
1.110-1.119	16
1.120-1.129	17
1.130-1.139	18
1.140-1.149	19
1.150-1.159	20
1.160-1.169	21
1.170-1.179	22
1.180-1.189	23
1.190-1.199	24
1.200-1.219	25
1.220-1.239	26
1.240-1.259	27
1.260-1.279	28
1.280-1.299	29
1.300-1.319	30
1.320-1.339	31
1.340-1.359	32
1.360-1.379	33
1.380-1.399	34
1.400-1.419	35
1.420-1.430	36
1.440-1.459	37
1.460-1.479	38
1.480-1.499	39
1.500-1.519	40
1.520-1.539	41
1.540-1.559	42
1.560-1.579	43
1.580-1.599	44

1.600-1.619	45
1.620-1.639	46
1.640-1.659	47
1.660-1.699	48
1.700-1.899	49
DEVELOPING	
1.900-1.999	50
2.000-2.099	51
2.100-2.199	52
2.200-2.299	53
2.300-2.499	54
2.500-2.699	55
2.700-2.899	56
EFFECTIVE	
2.900-3.399	57
3.400-3.699	58
HIGHLY EFFECTIVE	
3.700-3.899	59
3.900-4.000	60

**WEST GENESEE CENTRAL SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN**

Teacher's Name:	Building:
Grade/Subject Area:	Date:
Lead Evaluator:	Representative:

PROCEDURE

Upon rating a teacher Developing or Ineffective (composite effectiveness score of 74 or less) through the annual professional performance review conducted pursuant in accordance with State regulations, the district shall formulate and commence the implementation of a TIP as soon as practicable but in no case later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year.

IDENTIFICATION OF NEEDED AREAS OF IMPROVEMENT

TIMELINE FOR ACHIEVING IMPROVEMENT

WEST GENESEE CENTRAL SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN

MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED

DIFFERENTIATED ACTIVITIES TO SUPPORT IMPROVEMENT PLAN

Teacher Signature _____ Date: _____

Lead Evaluator Signature _____ Date: _____

Representative Signature _____ Date: _____

ASSESSMENT OF PERFORMANCE

Met improvement goals _____ Date: _____

Lead Evaluator

Did not meet improvement goals _____ Date: _____

Lead Evaluator

K-2 Principal Student Learning Objective Structure and Conversion Scale

Population	All students in Grade ___ taking the District-developed grade-specific ELA and Math growth assessments			
Learning Content	New York State Common Core Learning Standards for ELA and Math			
Interval	September 20__ - June 20__			
Evidence	1. Growth assessment results for students in previous year or 2. District-wide pre-assessment or screening tool administered at the beginning of the school year 3. District-developed, grade specific ELA and Math growth assessments administered at the end of the school year			
Baseline	Summary of student results on 1 or 2 above.			
Target(s) And HEDI Scoring	___% of students in this grade will score 75 or greater on ELA growth assessment			
	___% of students in this grade will score 80 or greater on Math growth assessment			
	High Effective (18-20 points)	Effective (9-17 points)	Developing (3-8 points)	Ineffective (0-2 points)
	85-100% of students grow above targets	70-84% of students grow above targets	50-69% of students grow above targets	0-49% of students grow above targets
Rationale	Previous work in Grade (___) focused on _____, which are essential components of the Grade (___) curriculum. (<u>Current course</u>) requires students build on their learning from (<u>past course</u>) in order to acquire mastery in these areas to be prepared for (<u>next course</u>). Since ___ students scored 75 or greater on previous grade's ELA and ___ students scored 80 or greater on previous grade's Math, I am confident ___% will grow to 75 or better on ELA and ___% will grow to 80 or greater on Math on this grade's growth assessments.			

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING						INEFFECTIVE		
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95+	94-90	89-85	84	83	82	81	80-79	78-77	76-75	74-73	72-70	69-66	65-62	61-58	57-54	53-52	51-50	49-30	29-15	14-0

Establishment of target _____ Date _____
(Principal's Signature)

Approved by _____ Date _____ (Deadline 10/31)
(Superintendent's Signature)

Review of rating _____ Date _____ (Deadline 6/30)
(Superintendent's Signature)

Agreed to by _____ Date _____
(Principal's Signature)

Student Achievement Measures for Principals

20% of the composite effectiveness score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (*decreased to 15% for the 3-5, K-5, 6-8, and 9-12 principals upon implementation of value-added model*).

Each principal will design Local Achievement Targets (LATs) that align to West Genesee Strategic Planning Objectives and the Regents Reform Agenda.

- K-2, 3-5, K-5 and 6-8 Principals' LATs will design grade- and subject-specific targets based on the number of students scoring > 75 on the District-developed, grade-specific ELA achievement assessments and > 80 on the District-developed, grade-specific Math achievement assessments (e.g. each grade level in each building will have 2 targets). These targets will be established by each principal and approved by the Superintendent. The cumulative LAT score will be derived by weighting proportionally HEDI scores from each target based on the number of students taking each assessment in each grade level.
- 9-12 Principal will have building-specific targets based on the percentage of students achieving > 75 on the Comprehensive Regents Examination in English and > 80 on the Regents Examination in Algebra I (Common Core) [*students challenging the exam for the first time*] or > 80 the Regents Examination in Integrated Algebra [*students who had failed this exam in school years prior to September 2013*]. These targets will be established by the principal and approved by the Superintendent. The cumulative LAT score will be derived by weighting proportionally HEDI scores from each target based on the number of students taking each assessment.

Standards for Rating Categories	Points Awarded on HEDI Scale	Student Achievement Measures
Highly Effective	18-20 14-15 if Value-added	85 – 100% of students meet achievement target
Effective	9-17 8-13 if Value-added	70 – 84% of students meet achievement target
Developing	3-8 3-7 if Value added	50 – 69% of students meet achievement target
Ineffective	0-2	0 – 49% of students meet achievement target

Local Achievement Target Conversion Scale

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-95	94-90	89-85	84	83	82	81	80-79	78-77	76-75	74-73	72-70	69-66	65-62	61-58	57-54	53-52	51-50	49-30	29-15	14-0

Local Achievement Target Conversion Scale (when Value-added is implemented)

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	<u>11</u>	<u>10</u>	9	8	7	6	5	4	3	2	1	0
100-93	92-85	84-83	82-81	80-79	78-76	75-73	72-70	69-66	65-62	61-58	57-54	53-50	49-30	29-15	14-0

Student Achievement Measures for Principals

20% of the composite effectiveness score is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (*decreased to 15% for the 3-5, K-5, 6-8, and 9-12 principals upon implementation of value-added model*).

Each principal will design Local Achievement Targets (LATs) that align to West Genesee Strategic Planning Objectives and the Regents Reform Agenda.

- K-2, 3-5, K-5 and 6-8 Principals' LATs will design grade- and subject-specific targets based on the number of students scoring > 75 on the District-developed, grade-specific ELA achievement assessments and > 80 on the District-developed, grade-specific Math achievement assessments (e.g. each grade level in each building will have 2 targets). These targets will be established by each principal and approved by the Superintendent. The cumulative LAT score will be derived by weighting proportionally HEDI scores from each target based on the number of students taking each assessment in each grade level.
- 9-12 Principal will have building-specific targets based on the percentage of students achieving > 75 on the Comprehensive Regents Examination in English and > 80 on the Regents Examination in Algebra I (Common Core) [*students challenging the exam for the first time*] or > 80 the Regents Examination in Integrated Algebra [*students who had failed this exam in school years prior to September 2013*]. These targets will be established by the principal and approved by the Superintendent. The cumulative LAT score will be derived by weighting proportionally HEDI scores from each target based on the number of students taking each assessment.

Standards for Rating Categories	Points Awarded on HEDI Scale	Student Achievement Measures
Highly Effective	18-20 14-15 if Value-added	85 – 100% of students meet achievement target
Effective	9-17 8-13 if Value-added	70 – 84% of students meet achievement target
Developing	3-8 3-7 if Value added	50 – 69% of students meet achievement target
Ineffective	0-2	0 – 49% of students meet achievement target

Local Achievement Target Conversion Scale

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	<u>13</u>	12	11	10	9	8	7	6	5	4	3	2	1	0
100-95	94-90	89-85	84	83	82	81	80-79	78-77	76-75	74-73	72-70	69-66	65-62	61-58	57-54	53-52	51-50	49-30	29-15	14-0

Local Achievement Target Conversion Scale (when Value-added is implemented)

HIGHLY EFFECTIVE		EFFECTIVE						DEVELOPING					INEFFECTIVE		
15	14	13	12	<u>11</u>	<u>10</u>	9	8	7	6	5	4	3	2	1	0
100-93	92-85	84-83	82-81	80-79	78-76	75-73	72-70	69-66	65-62	61-58	57-54	53-50	49-30	29-15	14-0

Scoring Procedures for Multiple Measures of Effectiveness - Principals

The Domains will each be worth the following points toward the total possible score of 60 points.

Domain	1 Facilitating Vision	2 Learning and Professional Growth	3 Management of Learning Environ.	4 Collaboration	5 Ethics	6 Culture
Points	6 points	16 Points	12 Points	8 Points	12 Points	6 Points
Weight Factor	0.100	0.267	0.200	0.133	0.200	0.100

At least one indicator in every domain must be rated. Each observed indicator will be rated on the rubric as Highly Effective (4), Effective (3), Developing (2), or Ineffective (1).

The average rating for each Domain will be calculated to the nearest 0.001 using standard rounding rules.

The average rating for each Domain will be multiplied by the weight factor for that Standard.

The total weighted rubric score will be calculated by adding the weighted rubric scores for each Domain together and rounding to the nearest 0.001 using standard rounding rules.

Then the total weighted Domain score is then applied to the negotiated 60-point scoring bands (table follows on next pages).

APPR Multiple Measures of Effectiveness Summary						
Domain	1	2	3	4	5	6
Weight	X 0.100	X 0.267	X 0.200	X 0.133	X 0.200	X 0.100
Weighted Rubric Score						
TOTAL WEIGHTED RUBRIC SCORE	<input type="text"/>					
MME Score based on conversion chart	<input type="text"/>					

The Total Weighted Rubric Score will be converted to the Multiple Measures of Effectiveness score using the chart below:

Total Weighted Rubric Score	Multiple Measures of Effectiveness Score
INEFFECTIVE	
1.000-1.002	0
1.003-1.005	1
1.006-1.007	2
1.008-1.015	3
1.016-1.023	4
1.024-1.031	5
1.032-1.039	6
1.040-1.047	7
1.048-1.055	8
1.056-1.063	9
1.064-1.071	10
1.072-1.079	11
1.080-1.087	12
1.088-1.095	13
1.096-1.099	14
1.100-1.109	15
1.110-1.119	16
1.120-1.129	17
1.130-1.139	18
1.140-1.149	19
1.150-1.159	20
1.160-1.169	21
1.170-1.179	22
1.180-1.189	23
1.190-1.199	24
1.200-1.219	25
1.220-1.239	26
1.240-1.259	27
1.260-1.279	28
1.280-1.299	29
1.300-1.319	30
1.320-1.339	31
1.340-1.359	32
1.360-1.379	33
1.380-1.399	34
1.400-1.419	35
1.420-1.439	36
1.440-1.459	37
1.460-1.479	38
1.480-1.499	39
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1.560-1.579	43
1.580-1.599	44

1.600-1.619	45
1.620-1.639	46
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1.660-1.699	48
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1.900-1.999	50
2.000-2.099	51
2.100-2.199	52
2.200-2.299	53
2.300-2.499	54
2.500-2.699	55
2.700-2.899	56
EFFECTIVE	
2.900-3.399	57
3.400-3.699	58
HIGHLY EFFECTIVE	
3.700-3.899	59
3.900-4.000	60

**WEST GENESEE CENTRAL SCHOOL DISTRICT
PRINCIPAL IMPROVEMENT PLAN**

Principal's Name:	Building:
Grades:	Date:
Principal Evaluator:	Representative:

PROCEDURE

Upon rating a principal Developing or Ineffective (composite effectiveness score of 74 or less) through the annual professional performance review conducted pursuant in accordance with State regulations, the district shall formulate and commence the implementation of a PIP as soon as practicable but in no case later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year.

IDENTIFICATION OF NEEDED AREAS OF IMPROVEMENT

TIMELINE FOR ACHIEVING IMPROVEMENT

WEST GENESEE CENTRAL SCHOOL DISTRICT
PRINCIPAL IMPROVEMENT PLAN

MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED

DIFFERENTIATED ACTIVITIES TO SUPPORT IMPROVEMENT PLAN

Principal Signature _____ Date: _____

Principal Evaluator Signature _____ Date: _____

Representative Signature _____ Date: _____

ASSESSMENT OF PERFORMANCE

Met improvement goals _____ Date: _____

Principal Evaluator

Did not meet improvement goals _____ Date: _____

Principal Evaluator

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

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

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

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

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

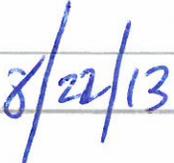
The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a 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, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

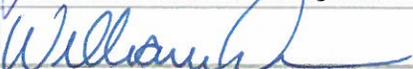
Superintendent Signature: Date:

Teachers Union President Signature: Date:

Administrative Union President Signature: Date:

Board of Education President Signature: Date: