



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION  
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

September 27, 2012

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

Dear Superintendent Brown:

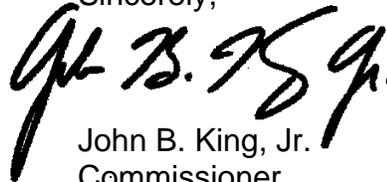
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: J. Francis Manning

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

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

# Annual Professional Performance Reviews: 2012-13

Created Thursday, May 10, 2012

Updated Wednesday, September 19, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

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

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

*Not applicable*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Thursday, May 10, 2012

Updated Wednesday, September 19, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

|   | ELA   | Assessment   |
|---|---|--|
| K | 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 student performance.

|   |                                   |
|---|-----------------------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See 2.11                          |
| 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 target |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).   | 70 - 84% of students meet target  |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).  | 50 - 69% of students meet target  |
| 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 target   |

## 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 |
| 3 | State assessment                                  | 3rd Grade State Assessment                              |

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

|   |                                   |
|---|-----------------------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See 2.11                          |
| 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 target |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).   | 70 - 84% of students meet target  |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).  | 50 - 69% of students meet target  |
| 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 target   |

## 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 student performance.

|   |                                   |
|---|-----------------------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See 2.11                          |
| 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 target |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).   | 70 - 84% of students meet target  |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).  | 50 - 69% of students meet target  |
| 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 target   |

## 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 student performance.

|   |                                   |
|---|-----------------------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See 2.11                          |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | 85 - 100% of students meet target |

|  |                                  |
|--|----------------------------------|
| Effective (9 - 17 points) Results meet District goals for similar students.            | 70 - 84% of students meet target |
| Developing (3 - 8 points) Results are below District goals for similar students.       | 50 - 69% of students meet target |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | 0 - 49% of students meet target  |

## 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 student performance.

|   |                                   |
|---|-----------------------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See 2.11                          |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | 85 - 100% of students meet target |
| Effective (9 - 17 points) Results meet District goals for similar students.   | 70 - 84% of students meet target  |
| Developing (3 - 8 points) Results are below District goals for similar students.  | 50 - 69% of students meet target  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | 0 - 49% of students meet target   |

## 2.7) High School Science Regents Courses

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

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

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

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

|   |                                   |
|---|-----------------------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See 2.11                          |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | 85 - 100% of students meet target |
| Effective (9 - 17 points) Results meet District goals for similar students.   | 70 - 84% of students meet target  |
| Developing (3 - 8 points) Results are below District goals for similar students.  | 50 - 69% of students meet target  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | 0 - 49% of students meet target   |

## 2.8) High School Math Regents Courses

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

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

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

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

|   |                                   |
|---|-----------------------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See 2.11                          |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | 85 - 100% of students meet target |
| Effective (9 - 17 points) Results meet District goals for similar students.   | 70 - 84% of students meet target  |
| Developing (3 - 8 points) Results are below District goals for similar students.  | 50 - 69% of students meet target  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | 0 - 49% of students meet target   |

## 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                               | Regents assessment                                    |

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

|   |                                   |
|---|-----------------------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See 2.11                          |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | 85 - 100% of students meet target |
| Effective (9 - 17 points) Results meet District goals for similar students.   | 70 - 84% of students meet target  |
| Developing (3 - 8 points) Results are below District goals for similar students.  | 50 - 69% of students meet target  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | 0 - 49% of students meet target   |

## 2.10) All Other Courses

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

| Course(s) or Subject(s)   | Option  | Assessment   |
|---|---|--|
| K-8 Academic Intervention   | School/BOCES-wide/group/team results based on State | Growth on NYS Assessments in ELA and Math for Grades 3-8   |
| 4-8 Integrated Co-teach Special Educators   | State Assessment                                    | Co-teachers will receive same growth score based on NYS Assessments in ELA and/or Math                   |
| K-5 Librarians  | School/BOCES-wide/group/team results based on State | Growth on NYS Assessments in ELA for Grades 3-5  |
| K-2 Integrated Co-teach Special Educators   | District, Regional or BOCES-developed               | Co-teachers will receive same growth score based on assessments in ELA and Math as listed in 2.2 and 2.3 |
| 9-12 Integrated Co-teach Special Educators in courses associated with Regents assessments | State Assessment                                    | Regents Assessments  |
| Grade 3 Integrated Co-teach Special Educators   | State Assessment                                    | Co-teachers will receive same growth score based on NYS Assessments in ELA and Math                      |
| All not listed above  | District, Regional or BOCES-developed               | West Genesee-developed Grade / Course specific growth assessments  |
|   |   |  |
|   |   |  |
|   |   |  |
|   |   |  |
|   |   |  |
|   |   |  |

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

|   |                                   |
|---|-----------------------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | See 2.11                          |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | 85 - 100% of students meet target |
| Effective (9 - 17 points) Results meet District goals for similar students.   | 70 - 84% of students meet target  |
| Developing (3 - 8 points) Results are below District goals for similar students.  | 50 - 69% of students meet target  |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | 0 - 49% of students meet target   |

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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/128114-TXEttx9bQW/2.11 Resubmission.pdf*

## 2.12) Locally Developed Controls

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

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

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

### 3. Local Measures (Teachers)

Created Tuesday, May 15, 2012

Updated Wednesday, September 19, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment  |
|---|---|---|
| 4 | 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. | See 3.3                           |
| 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 target |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 70 - 84% of students meet 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 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 target   |

### 3.2) Grades 4-8 Math

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment   |
|---|---|--|
| 4 | 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. | See 3.3                           |
| 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 target |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 70 - 84% of students meet 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 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 target   |

### 3.3) HEDI Tables or Graphics

For questions 3.1 and 3.2 above, if you are using tables or other graphics to explain your general process for assigning HEDI categories, please combine all such tables or graphics into a single file, labeling each so it is clear which grades/subjects it applies to, and upload that file here.

[assets/survey-uploads/5139/129759-rhJdBgDruP/3-3&13 Student Achievement Measures RESUBMISSION.pdf](#)

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

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

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

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

Measures based on:

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

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

be determined locally

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment  |
|---|---|---|
| K | 5) District, regional, or BOCES-developed assessments   | 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. | See 3.13                          |
| 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 target |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 70 - 84% of students meet 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 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 target   |

### 3.5) Grades K-3 Math

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment   |
|---|---|--|
| K | 5) District, regional, or BOCES–developed assessments   | 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. | See 3.13                          |
| 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 target |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 70 - 84% of students meet 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 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 target    |

### 3.6) Grades 6-8 Science

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment  |
|---|---|---|
| 6 | 5) District, regional, or BOCES–developed assessments   | 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. | See 3.13                          |
| 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 target |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 70 - 84% of students meet 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 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 target   |

### 3.7) Grades 6-8 Social Studies

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment   |
|---|---|--|
| 6 | 5) District, regional, or BOCES–developed assessments   | 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. | See 3.13                          |
| 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 target |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 70 - 84% of students meet 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 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 target   |

### 3.8) High School Social Studies

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

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

|                  | Locally-Selected Measure from List of Approved Measures | Assessment   |
|------------------|---|--|
| Global 1         | 5) District, regional, or BOCES-developed assessments   | 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. | See 3.13                          |
| 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 target |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 70 - 84% of students meet 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 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 target

### 3.9) High School Science

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

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

|                    | Locally-Selected Measure from List of Approved Measures | Assessment   |
|--------------------|---|--|
| Living Environment | 5) District, regional, or BOCES–developed assessments   | 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. | See 3.13                          |
| 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 target |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | 70 - 84% of students meet target  |
| Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | 50 - 69% of students meet 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 target   |

### 3.10) High School Math

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

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

|           | Locally-Selected Measure from List of Approved Measures | Assessment  |
|-----------|---|---|
| Algebra 1 | 5) District, regional, or BOCES–developed assessments   | 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.*

|   |                                   |
|---|-----------------------------------|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | See 3.13                          |
| 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 target |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | 70 - 84% of students meet 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 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 target   |

### 3.11) High School English Language Arts

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

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

|              | Locally-Selected Measure from List of Approved Measures | Assessment   |
|--------------|---|--|
| Grade 9 ELA  | 5) District, regional, or BOCES–developed assessments   | 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



|  |                                  |
|--|----------------------------------|
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.            | 70 - 84% of students meet 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 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 target  |

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

*(No response)*

### 3.13) HEDI Tables or Graphics

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

*assets/survey-uploads/5139/129759-y92vNseFa4/3-3&13 Student Achievement Measures RESUBMISSION.pdf*

### 3.14) Locally Developed Controls

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

*(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 growth score, the measures will each earn a score from 0-15 (or 0-20 points, as applicable). The scores will then be weighted proportionately based on the number of students in each growth score.*

### 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 Monday, May 14, 2012

Updated Wednesday, September 19, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*NYSUT Teacher Practice Rubric*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

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

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*The 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)*

Every element within a Standard will be scored. A majority of the points awarded in the multiple measures of effectiveness score (31 of 60 points) comes directly from the observation process (Standards II, III, and IV). Structured reviews of lesson plans, students portfolios, and other teacher artifacts conducted by evaluators will determine the points generated from Standards I, V, VI, and VII.

Each observed/evaluated indicator will be rated on the rubric as Highly Effective (H), Effective (E), Developing (D), or Ineffective. The following formula will be used to calculate the number of points awarded for each Standard:

$$[(4*H + 3.3*E + 2.8*D) / (4* \# \text{ indicators observed})] * \text{Point Value of Standard} = \text{Points awarded for Standard}$$

Any indicator rated as Ineffective will have a value of zero points.

A score is calculated for each standard. These scores are combined for a total which directly correlates to the 60 points.

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

(No response)

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.                      | A score is calculated for each standard. These scores are combined for a total score. A total score of 55 - 60 is highly effective. |
| Effective: Overall performance and results meet NYS Teaching Standards.                               | A score is calculated for each standard. These scores are combined for a total score. A total score of 42 - 54 is effective.        |
| Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. | A score is calculated for each standard. These scores are combined for a total score. A total score of 37 - 41 is developing.       |
| Ineffective: Overall performance and results do not meet NYS Teaching Standards.                      | A score is calculated for each standard. These scores are combined for a total score. A total score of 0 - 36 is ineffective.       |

Provide the ranges for the 60-point scoring bands.

|                  |       |
|------------------|-------|
| Highly Effective | 55-60 |
| Effective        | 42-54 |
| Developing       | 37-41 |
| Ineffective      | 0-36  |

## 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   Informal/Short | 2 |
| 4.6) Observations of Probationary Teachers   Enter Total    | 4 |

By trained in-school peer teachers or other trained reviewers

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

Independent evaluators

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

|  |   |
|--|---|
| 4.7) Observations of Tenured Teachers   Formal/Long    | 1 |
| 4.7) Observations of Tenured Teachers   Informal/Short | 2 |
| 4.7) Observations of Tenured Teachers   Total          | 3 |

By trained in-school peer teachers or other trained reviewers

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

Independent evaluators

|             |   |
|-------------|---|
| Formal/Long | 0 |
|-------------|---|

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Monday, May 14, 2012

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## Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness(60 points)

Overall Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

|                  |       |
|------------------|-------|
| Highly Effective | 55-60 |
| Effective        | 42-54 |
| Developing       | 37-41 |
| Ineffective      | 0-36  |

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness(60 points)

Overall Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

# 6. Additional Requirements - Teachers

Created Monday, May 14, 2012

Updated Monday, September 24, 2012

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

|   |         |
|---|---------|
| 6.1) Assurances -- Improvement Plans<br>  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<br>  Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas | Checked |

### 6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/129131-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 to be added to the annual evaluation if their score indicates either of these two scores.*

*If a tenured teacher receives a rating of developing or ineffective, they will have the right to complete the appeal form if the following*

conditions have been met:

1. The teacher has a specific area noted on the evaluation that he/she has documented proof is inaccurate, and
2. The maximum number of points that this discrepancy represents has the potential to move the individual's total points to a range of a higher ranking.

-or-

1. If the individual has documentation to show that the procedures required in the APPR were not followed.

*In this case, tenured teachers may complete the appeal form no later than fifteen (15) calendar days from the date the composite score was received. The form will first go to the principal of the building for review. If the principal agrees that an error has been made, the changes can be made immediately. If the principal disagrees with the documentation provided, he/she will let the individual know within five (5) calendar days of the decision and the teacher will then have the right to send the same documentation and form to the Superintendent and the WGTA president for review within five (5) days of notification of the denial by the principal. The Superintendent, or his/her designee, will review the documentation provided and have the right to make the changes to the teacher's score. The Superintendent will confer with the WGTA president. If he/she disagrees with the documentation, or finds that the documentation does not prove the information inaccurate in the evaluation, he/she may deny the appeal within thirty (30) calendar days of receipt of appeal. In this case, the teacher will have the right to add a response to his/her file which will be kept with the annual evaluation in the teacher's personnel file and must be completed within 30 calendar days of denial of the appeal.*

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

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

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

*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 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 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)

Created Thursday, May 31, 2012

Updated Wednesday, September 19, 2012

## Page 1

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

| School or Program Type | SLO with Assessment Option             | Name of the Assessment  |
|------------------------|--|---|
| 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.

|  |                                   |
|--|-----------------------------------|
| 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. | See graphic                       |
| 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 target |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).  | 70 - 84% of students meet target  |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).                                     | 50 - 69% of students meet target  |
| 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 target   |

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

[assets/survey-uploads/5365/137015-lha0DogRNw/7.3 Resubmission.pdf](#)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

*(No response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Monday, June 25, 2012

Updated Wednesday, September 19, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures       | Assessment   |
|---------------------|---|--|
| K-5                 | (b) results for students in specific performance levels       | NYSTP assessments in ELA and Math in Grades 3-5  |
| 6-8                 | (b) results for students in specific performance levels       | NYSTP assessments in ELA and Math in Grades 6-8  |
| 9-12                | (g) % achieving specific level on Regents or alternatives     | NYS Regents Comprehensive Examination in English (Grades 11 -12) and Regents Examination in Integrated Algebra (Grades 9-12) |
| 9-12                | (f) % of students with advanced Regents or honors             | Advanced Regents Diploma   |
| 9-12                | (e) 4, 5, and/or 6-year high school grad and/or dropout rates | 4-year high school grad rate   |
|                     |   |  |
|                     |   |  |
|                     |   |  |

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 graphic                       |
| 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 target |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.                    | 70 - 84% of students meet 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 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 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/5366/145465-qBFVOWF7fC/8.1 Student Achievement Measures for Principals.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 used in your district or BOCES (e.g., K-5, 6-8, 9-12). Then for each grade configuration, select a local measure from the menu.**

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

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

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

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

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

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

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

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

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

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

*(i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State*

Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment   |
|---------------------|---|--|
| K-2                 | (i) Student Learning Objectives                         | 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 graphic                       |
| 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 target |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.                    | 70 - 84% of students meet 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 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 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/5366/145465-T8MIGWUVm1/8.1 Student Achievement Measures for Principals.pdf>

### 8.3) Locally Developed Controls

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

*(No response)*

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

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

*Principals with more than one locally selected measure will receive a combined score based on the average of the points awarded for each measure.*

### 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 Monday, May 14, 2012

Updated Monday, June 25, 2012

## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

|   |    |
|---|----|
| Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points] | 60 |
| Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.  | 0  |

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

|  |               |
|--|---------------|
| 9.3) Assurances -- Goals   Assure that if any points are assigned to goals, at least one goal will address the principal's contribution to improving teacher effectiveness based on one or more of the following: improved retention of high performing teachers; correlation of student growth scores to teachers granted vs. denied tenure; or improvements in proficiency rating of the principal on specific teacher effectiveness standards in the principal practice rubric. | (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 posted, this form will be updated with dropdown menus of approved survey tools.

(No response)

(No response)

(No response)

### 9.6) Assurances

Please check all of the boxes below:

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

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

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

*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. That rubric is included in the appendix. Each area 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).*

*The following formula will be used to calculate the number of points awarded for each Standard:*

*$[4(\text{indicators rated Highly Effective}) + 3.3(\text{indicators rated Effective}) + 2.8(\text{indicators rated Developing})] / 4(\text{indicators scored in the Standard})$ . This factor is then multiplied by the value of the Standard. This product is equal to the number of points awarded for the Standard.*

*Any indicator rated as Ineffective will have a value of zero points.*

*In order to support continuous professional growth, building visits by the Superintendent are essential. These visits will provide the Superintendent with the data to complete the MPPR rubrics. For at least one visitation, a pre- and post-observation conference will occur.*

*Principals will receive a minimum of two formal building visits by February 15. Principals may request additional formal visits. The Superintendent may also conduct additional building visits. The first formal building visit will be announced and will have a pre-conference. The remaining building visit or building visits may be announced, may have a pre-conference, or may be unannounced. The principal will accompany the evaluator during formal building visits. A post-conference will be conducted within five school days of all formal building visits and the principal will receive a copy of the evaluation within 5 days of the post-conference.*

*All principals will be observed a minimum of two times via mini-observations (walk-throughs). Mini-observations will be unannounced. The Superintendent will provide feedback from the mini-observations to the principal.*

*The Superintendents may use evidence collected during all observations to complete the MPPR rubric.*

*The principal may submit to the Superintendent a portfolio of evidence benchmarked against the MPPR rubric. The Superintendent must establish a submission date for the portfolio during the annual pre-evaluation meeting. The submission date must be no later than ten (10) working days prior to the date that the Superintendent's annual evaluation on Other Measures is due.*

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.

*(No response)*

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

Please provide the locally-negotiated 60 point scoring bands.

|                  |       |
|------------------|-------|
| Highly Effective | 55-60 |
| Effective        | 42-54 |
| Developing       | 37-41 |
| Ineffective      | 0-36  |

## 9.8) School Visits

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

### Probationary Principals

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

### Tenured Principals

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

# 10. Composite Scoring (Principals)

Created Monday, June 04, 2012

Updated Monday, June 25, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

|                  |       |
|------------------|-------|
| Highly Effective | 55-60 |
| Effective        | 42-54 |
| Developing       | 37-41 |
| Ineffective      | 0-36  |

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Monday, June 04, 2012

Updated Wednesday, September 19, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/138588-Df0w3Xx5v6/PIP\\_1.pdf](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. Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation for tenured principals. Non-tenured principals may submit a response to the Superintendent no later than fifteen (15) business days.
- 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. 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. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. 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:
- 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.
  - 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.
  - The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;
  - The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;
  - The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;
  - 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 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 and Certification of Lead Evaluators and Evaluators

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

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 a training course 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. 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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

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11.7) Assurances -- Data | Assure scores for all principals will be reported to NYSED for each subcomponent, Checked as well as the composite rating, as per NYSED requirements.

## 12. Joint Certification of APPR Plan

Created Monday, May 14, 2012

Updated Monday, September 24, 2012

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### Page 1

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

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

<assets/survey-uploads/5581/129399-3Uqgn5g9Iu/12a JOint Certification Signature form.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.

**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.

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**IDENTIFICATION OF NEEDED AREAS OF IMPROVEMENT**

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**TIMELINE FOR ACHIEVING IMPROVEMENT**

WEST GENESEE CENTRAL SCHOOL DISTRICT  
TEACHER IMPROVEMENT PLAN

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MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED

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DIFFERENTIATED ACTIVITIES TO SUPPORT IMPROVEMENT PLAN

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

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

Representative Signature \_\_\_\_\_ Date: \_\_\_\_\_

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**ASSESSMENT OF PERFORMANCE**

*Met* improvement goals \_\_\_\_\_ Date: \_\_\_\_\_

Lead Evaluator

*Did not* meet improvement goals \_\_\_\_\_ Date: \_\_\_\_\_

Lead Evaluator

## Student Learning Objective Structure and Conversion Scale

|   |   |                                       |                                       |                                      |
|---|---|---------------------------------------|---------------------------------------|--------------------------------------|
| <b>Population</b>                         | Students assessed   |                                       |                                       |                                      |
| <b>Learning Content</b>                   | New York State Learning Standards   |                                       |                                       |                                      |
| <b>Interval</b>                           | Course duration   |                                       |                                       |                                      |
| <b>Evidence</b>                           | <ol style="list-style-type: none"> <li>Summative assessment results from students in previous year or</li> <li>District-wide pre-assessment administered at the beginning of the school year</li> <li>District-wide summative assessment administered at the end of the school year</li> </ol>  |                                       |                                       |                                      |
| <b>Baseline</b>                           | Summary of student results on 1 or 2 above.   |                                       |                                       |                                      |
| <b>Target(s)<br/>and<br/>HEDI Scoring</b> | <b>____% of students will score ____% or higher as measured by the summative assessment</b>   |                                       |                                       |                                      |
|   | High Effective<br>(18-20 points)  | Effective<br>(9-17 points)            | Developing<br>(3-8 points)            | Ineffective<br>(0-2 points)          |
|   | 85-100% of students meet above targets  | 70-84% of students meet above targets | 50-69% of students meet above targets | 0-49% of students meet above targets |
| <b>Rationale</b>                          | Previous work in ( <u>past course</u> ) focused on _____, which are essential components of the _____ 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 completed ( <u>past course</u> ) having achieved mastery, I am confident ____% will achieve ____ mastery or above in ( <u>current course</u> ). |                                       |                                       |                                      |

| HIGHLY EFFECTIVE |       |       | EFFECTIVE |    |    |    |           |       |       |       |       | DEVELOPING |       |       |       |       | INEFFECTIVE |       |       |      |
|------------------|-------|-------|-----------|----|----|----|-----------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------------|-------|-------|------|
| 20               | 19    | 18    | 17        | 16 | 15 | 14 | <b>13</b> | 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 |

## Student Learning Objective Structure and Conversion Scale

|   |  |                                       |                                       |                                      |
|---|--|---------------------------------------|---------------------------------------|--------------------------------------|
| <b>Population</b>                         | Students assessed  |                                       |                                       |                                      |
| <b>Learning Content</b>                   | New York State Learning Standards  |                                       |                                       |                                      |
| <b>Interval</b>                           | Course duration  |                                       |                                       |                                      |
| <b>Evidence</b>                           | <ol style="list-style-type: none"> <li>Summative assessment results from students in previous year or</li> <li>District-wide pre-assessment administered at the beginning of the school year</li> <li>District-wide summative assessment administered at the end of the school year</li> </ol> |                                       |                                       |                                      |
| <b>Baseline</b>                           | Summary of student results on 1 or 2 above.  |                                       |                                       |                                      |
| <b>Target(s)<br/>and<br/>HEDI Scoring</b> | ___% of students will achieve ___% mastery on summative assessment   |                                       |                                       |                                      |
|   | High Effective<br>(18-20 points)   | Effective<br>(9-17 points)            | Developing<br>(3-8 points)            | Ineffective<br>(0-2 points)          |
|   | 85-100% of students meet above targets   | 70-84% of students meet above targets | 50-69% of students meet above targets | 0-49% of students meet above targets |
| <b>Rationale</b>                          |  |                                       |                                       |                                      |

| HIGHLY EFFECTIVE |       |       | EFFECTIVE |    |    |    |           |       |       |       |       | DEVELOPING |       |       |       |       | INEFFECTIVE |       |       |      |
|------------------|-------|-------|-----------|----|----|----|-----------|-------|-------|-------|-------|------------|-------|-------|-------|-------|-------------|-------|-------|------|
| 20               | 19    | 18    | 17        | 16 | 15 | 14 | <b>13</b> | 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 |

## Student Achievement Measures

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 Grade 4-8 teachers of ELA and/or Math upon implementation of value-added growth model*).

The following process will be used to determine locally selected measures of student achievement:

1. Common grade level and/or content area teachers will collaborate to develop and agree upon common assessments. The assessments shall be secure, rigorous, and comparable as measured by regulation.
2. Common assessments will be submitted to building principals, who will recommend the assessments to the Superintendent or designee for approval. The Superintendent will have the final decision on whether or not an assessment meets the requirements of secure, rigorous, and comparable.
3. For the 2012-2013 school year, all assessments must be developed or revised and submitted for approval by September 28, 2012. For subsequent school years, the submissions must be made by the first day of school in June in order to be utilized in the following school year.
4. Scoring data from the assessments must be submitted to the building principals by the first day of school in June or upon completion of scoring any June assessments used to measure student achievement.
5. Teachers create Local Achievement Targets (LATs). LATs must include the following basic elements:
  - **Population:** What is the population included in this target?
  - **Standards:** Upon which Standards is the Local Achievement Target based?
  - **Time Period:** what is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?
  - **Evidence:** What specific assessment(s) will be used to measure this target?
  - **Baseline:** What is the starting point upon which the target is based?
  - **Target(s):** what is the expected outcome (target) at the end of the instructional period?
  - **HEDI Scoring:** How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective).
  - **Rationale:** Describe the reasoning behind the decisions.

Assessments for LATs may come from:

- State assessments (or Regents equivalent)
- District, regional, or BOCES-developed assessments
- School-wide, group or team results based on State Assessments or District-developed assessments.

When designing LATs in relation to New York State or District-developed Assessments, growth or achievement for student subgroups (students with disabilities, students receiving free or reduced lunch prices, students at mastery level, etc.) can be used.

6. Common grade and subject area teachers will review the locally selected measures of student achievement to

ensure their continued validity, reliability and appropriateness.

7. The superintendent will provide time during the contractual workday for the purposes of selecting, developing and/or revising local assessments.

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

| 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

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 Grade 4-8 teachers of ELA and/or Math upon implementation of value-added growth model*).

The following process will be used to determine locally selected measures of student achievement:

1. Common grade level and/or content area teachers will collaborate to develop and agree upon common assessments. The assessments shall be secure, rigorous, and comparable as measured by regulation.
2. Common assessments will be submitted to building principals, who will recommend the assessments to the Superintendent or designee for approval. The Superintendent will have the final decision on whether or not an assessment meets the requirements of secure, rigorous, and comparable.
3. For the 2012-2013 school year, all assessments must be developed or revised and submitted for approval by September 28, 2012. For subsequent school years, the submissions must be made by the first day of school in June in order to be utilized in the following school year.
4. Scoring data from the assessments must be submitted to the building principals by the first day of school in June or upon completion of scoring any June assessments used to measure student achievement.
5. Teachers create Local Achievement Targets (LATs). LATs must include the following basic elements:
  - **Population:** What is the population included in this target?
  - **Standards:** Upon which Standards is the Local Achievement Target based?
  - **Time Period:** what is the instructional period covered (if not a year, rationale for semester/quarter/etc.)?
  - **Evidence:** What specific assessment(s) will be used to measure this target?
  - **Baseline:** What is the starting point upon which the target is based?
  - **Target(s):** what is the expected outcome (target) at the end of the instructional period?
  - **HEDI Scoring:** How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective).
  - **Rationale:** Describe the reasoning behind the decisions.

Assessments for LATs may come from:

- State assessments (or Regents equivalent)
- District, regional, or BOCES-developed assessments
- School-wide, group or team results based on State Assessments or District-developed assessments.

When designing LATs in relation to New York State or District-developed Assessments, growth or achievement for student subgroups (students with disabilities, students receiving free or reduced lunch prices, students at mastery level, etc.) can be used.

6. Common grade and subject area teachers will review the locally selected measures of student achievement to

ensure their continued validity, reliability and appropriateness.

7. The superintendent will provide time during the contractual workday for the purposes of selecting, developing and/or revising local assessments.

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

| 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 |

**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.

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**IDENTIFICATION OF NEEDED AREAS OF IMPROVEMENT**

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**TIMELINE FOR ACHIEVING IMPROVEMENT**

WEST GENESEE CENTRAL SCHOOL DISTRICT  
PRINCIPAL IMPROVEMENT PLAN

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MANNER IN WHICH IMPROVEMENT WILL BE ASSESSED

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DIFFERENTIATED ACTIVITIES TO SUPPORT IMPROVEMENT PLAN

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Principal Signature \_\_\_\_\_ Date: \_\_\_\_\_

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

Representative Signature \_\_\_\_\_ Date: \_\_\_\_\_

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**ASSESSMENT OF PERFORMANCE**

*Met* improvement goals \_\_\_\_\_ Date: \_\_\_\_\_

Principal Evaluator

*Did not* meet improvement goals \_\_\_\_\_ Date: \_\_\_\_\_

Principal Evaluator

## 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% upon implementation of value-added growth model*).

Each principal will design Local Achievement Targets (LATs) that align to West Genesee Strategic Planning Objectives. The Objectives for 2012-2013 (as adopted by the Board of Education) include:

- graduation rates
- College and Career Readiness rates of 75% passing ELA/80% passing Math assessments
- number of students earning Regents diplomas and number of students earning Regents diplomas with advanced designation.
- number of graduating seniors successfully completing college level courses
- number of students in grades 3-8 performing at Levels 3 and 4 on the New York State English Language Arts and Mathematics Assessments
- student achievement on summative assessments (specifically for K-2 principal not covered by NYS Testing Program)

When designing LATs in relation to New York State Assessments, growth or achievement for student subgroups (students with disabilities, students receiving free or reduced lunch prices, etc.) can be used.

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

| 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% upon implementation of value-added growth model*).

Each principal will design Local Achievement Targets (LATs) that align to West Genesee Strategic Planning Objectives. The Objectives for 2012-2013 (as adopted by the Board of Education) include:

- graduation rates
- College and Career Readiness rates of 75% passing ELA/80% passing Math assessments
- number of students earning Regents diplomas and number of students earning Regents diplomas with advanced designation.
- number of graduating seniors successfully completing college level courses
- number of students in grades 3-8 performing at Levels 3 and 4 on the New York State English Language Arts and Mathematics Assessments
- student achievement on summative assessments (specifically for K-2 principal not covered by NYS Testing Program)

When designing LATs in relation to New York State Assessments, growth or achievement for student subgroups (students with disabilities, students receiving free or reduced lunch prices, etc.) can be used.

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

| 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 |

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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature:      Date: 9/24/12



Teachers Union President Signature:      Date: 9/24/12



Administrative Union President Signature:      Date: 9/24/12



Board of Education President Signature:      Date: 9/24/12

