



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

Commissioner of Education  
President of the University of the State of New York  
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November 26, 2012

Stephen Bocciolatt, Superintendent  
Westhill Central School District  
400 Walberta Road  
Syracuse, NY 13219

Dear Superintendent Bocciolatt:

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 24, 2012

Updated Sunday, November 25, 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 :

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

420701060000

#### 1.2) School District Name:

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

WESTHILL 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.

(No response)

#### 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 24, 2012

Updated Sunday, October 14, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	AIMSWeb
1	State-approved 3rd party assessment	AIMSWeb
2	State-approved 3rd party assessment	AIMSWeb

	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	See 2.11
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needed, you may upload a table or graphic at 2.11, below.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective (18 - 20 points) Results are well-above District goals in grades K-3 ELA.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective (9 - 17 points) Results meet District goals in grades K-3 ELA.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing (3 - 8 points) Results are below District goals in grades K-3 ELA.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective (0 - 2 points) Results are well-below District goals in grades K-3 ELA.

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	State-approved 3rd party assessment	AIMSWeb
1	State-approved 3rd party assessment	AIMSWeb
2	State-approved 3rd party assessment	AIMSWeb

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See 2.11
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Highly Effective (18 - 20 points) Results are well-above District goals in grades K-3 Math.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective (9 - 17 points) Results meet District goals in grades K-3 Math.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Ineffective (0 - 2 points) Results are well-below District goals in grades K-3 Math.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective (0 - 2 points) Results are well-below District goals in grades K-3 Math.

## 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	Westhill Grade 6 District-Developed Science Growth Assessment

7	District, regional or BOCES-developed assessment	Westhill Grade 7 District-Developed 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).	Highly Effective (18 - 20 points) Results are well-above District goals on the Gr 8 NYS Science assessment. Results are well-above District goals in grades 6-7 on those grade-specific growth assessments.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective (9 - 17 points) Results meet District goals on the Gr 8 NYS Science assessment. Results are well-above District goals in grades 6-7 on those grade-specific growth assessments.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing (3 - 8 points) Results are below District goals on the Gr 8 NYS Science assessment. Results are well-above District goals in grades 6-7 on those grade-specific growth assessments.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Ineffective (0 - 2 points) Results are well-below District goals on the Gr 8 NYS Science assessment. Results are well-above District goals in grades 6-7 on those grade-specific growth assessments.

## 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	Westhill Grade 6 District-Developed Social Studies Growth Assessment
7	District, regional or BOCES-developed assessment	Westhill Grade 7 District-Developed Social Studies Growth Assessment
8	District, regional or BOCES-developed assessment	Westhill Grade 8 District-Developed 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	See 2.11
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2.11, below.	
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Highly Effective (18 - 20 points) Results are well-above District goals for grade-specific social studies growth assessments in grades 6, 7 and 8.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective (9 - 17 points) Results meet District goals for grade-specific social studies growth assessments in grades 6, 7 and 8.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing (3 - 8 points) Results are below District goals for grade-specific social studies growth assessments in grades 6, 7 and 8.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective (0 - 2 points) Results are well-below District goals for grade-specific social studies growth assessments in grades 6, 7 and 8.

## 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	Westhill District-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.	Highly Effective (18 - 20 points) Results are well-above District goals on the Global 2 History or American HIstory NYS Regents exams. Results are well-above District goals on the Global 1 growth assessment.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective (9 - 17 points) Results meet District goals on the Global 2 History or American HIstory NYS Regents exams. Results meet District goals District goals on the Global 1 growth assessment.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing (3 - 8 points) Results are below District goals on the Global 2 History or American HIstory NYS Regents exams. Results are below District goals District goals on the Global 1

growth assessment.

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

Ineffective (0 - 2 points) Results are well-below District goals on the Global 2 History or American History NYS Regents exams. Results are well-below District goals on the Global 1 growth assessment.

## 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.

Highly Effective (18 - 20 points) Results are well-above District goals on the Living Environment, Earth Science, Chemistry or Physics NYS Regents exams.

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

Effective (9 - 17 points) Results meet District goals on the Living Environment, Earth Science, Chemistry or Physics NYS Regents exams.

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

Developing (3 - 8 points) Results are below District goals on the Living Environment, Earth Science, Chemistry or Physics NYS Regents exams.

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

Ineffective (0 - 2 points) Results are well-below District goals on the Living Environment, Earth Science, Chemistry or Physics NYS Regents exams.

## 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.	Highly Effective (18 - 20 points) Results are well-above District goals on the Algebra 1, Geometry or Algebra 2 NYS Regents exams.
Effective (9 - 17 points) Results meet District goals for similar students.	Effective (9 - 17 points) Results meet District goals on the Algebra 1, Geometry or Algebra 2 NYS Regents exams.
Developing (3 - 8 points) Results are below District goals for similar students.	Developing (3 - 8 points) Results are below District goals on the Algebra 1, Geometry or Algebra 2 NYS Regents exams.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Ineffective (0 - 2 points) Results are well-below District goals on the Algebra 1, Geometry or Algebra 2 NYS Regents exams.

## 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	Westhill Grade 9 District-Developed ELA Growth Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Westhill Grade 10 District-Developed ELA Growth Assessment
Grade 11 ELA	Regents assessment	NYS Gr. 11 ELA Regents Exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	See 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.

Ineffective (0 - 2 points) Results are well-below District goals on grade-specific and subject-specific growth assessments in grades K-12.

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/5364/133106-TXEttx9bQW/2.11 Westhill CSD HEDI Teacher Growth SLO.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
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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
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2.14) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
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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 Wednesday, June 27, 2012

Updated Sunday, November 25, 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	Westhill Gr. 4 ELA district-developed common achievement assessment
5	5) District, regional, or BOCES–developed assessments	Westhill Gr. 5 ELA district-developed common achievement assessments

6	5) District, regional, or BOCES–developed assessments	Westhill Gr. 6 ELA district-developed common achievement assessments
7	5) District, regional, or BOCES–developed assessments	Westhill Gr. 7 ELA district-developed common achievement assessments
8	5) District, regional, or BOCES–developed assessments	Westhill Gr. 8 ELA district-developed common achievement assessments

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.	Highly Effective (14 - 15 points) Results are well above District goals for achievement in grade 4-8 ELA.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (8- 13 points) Results meet District goals for achievement in grade 4-8 ELA.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 7 points) Results are below District goals for achievement in grade 4-8 ELA.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points) Results are well below District goals for achievement in grade 4-8 ELA.

### 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	Westhill Gr. 4 math district-developed common achievement assessments
5	5) District, regional, or BOCES–developed assessments	Westhill Gr. 5 math district-developed common achievement assessments
6	5) District, regional, or BOCES–developed assessments	Westhill Gr. 6 math district-developed common achievement assessments
7	5) District, regional, or BOCES–developed assessments	Westhill Gr. 7 math district-developed common achievement assessments
8	5) District, regional, or BOCES–developed assessments	Westhill Gr. 8 math district-developed common achievement assessments

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.	Highly Effective (14 - 15 points) Results are well above District goals for achievement in grade 4, 5, 6, 7 or 8 Math.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (8- 13 points) Results meet District goals for achievement in grade 4, 5, 6, 7 or 8 Math.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 7 points) Results are below District goals for achievement in grade 4, 5, 6, 7 or 8 Math.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points) Results are well below District goals for achievement in grade 4, 5, 6, 7 or 8 Math.

### 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/5139/146343-rhJdBgDruP/3.3 Westhill CSD HEDI Teacher Achieve 15pts Revised2.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	Westhill Kindergarten ELA district-developed common achievement assessments
1	5) District, regional, or BOCES-developed assessments	Westhill Gr. 1 ELA district-developed common achievement assessments
2	5) District, regional, or BOCES-developed assessments	Westhill Gr. 2 ELA district-developed common achievement assessments
3	5) District, regional, or BOCES-developed assessments	Westhill Gr. 3 ELA district-developed common achievement assessments

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.	Highly Effective (18-20 points) Results are well above District goals for achievement in grade K, 1, 2 and 3 ELA.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9-17 points) Results meet District goals for achievement in grade K, 1, 2 and 3 ELA.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 8 points) Results are below District goals for achievement in grade K, 1, 2 and 3 ELA.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points) Results are well below District goals for achievement in grade K, 1, 2 and 3 ELA.

### 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	Westhill Kindergarten district-developed math common achievement assessments
1	5) District, regional, or BOCES–developed assessments	Westhill Gr. 1 math district-developed common achievement assessments
2	5) District, regional, or BOCES–developed assessments	Westhill Gr. 2 math district-developed common achievement assessments
3	5) District, regional, or BOCES–developed assessments	Westhill Gr. 3 math district-developed common achievement assessments

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	See 3.13
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<p>this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Highly Effective (18-20 points) Results are well above District goals for achievement in grade K, 1, 2 and 3 Math.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Effective (9-17 points) Results meet District goals for achievement in grade K, 1, 2 and 3 Math.</p>
<p>Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Developing (3 - 8 points) Results are below District goals for achievement in grade K, 1, 2 and 3 Math.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Ineffective (0 - 2 points) Results are well below District goals for achievement in grade K, 1, 2 and 3 Math.</p>

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Westhill Gr. 6 science district-developed common achievement assessments
7	5) District, regional, or BOCES–developed assessments	Westhill Gr. 7 science district-developed common achievement assessments
8	5) District, regional, or BOCES–developed assessments	Westhill Gr. 8 science district-developed common achievement assessments

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>See 3.13</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Highly Effective (18 - 20 points) Results are well above District goals for achievement in grade 6, 7 or 8 Science.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Effective (9 - 17 points) Results meet District goals for achievement in grade 6, 7 or 8 Science.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Developing (3 - 8 points) Results are below District goals for achievement in grade 6, 7 or 8 Science.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Ineffective (0 - 2 points) Results are well below District goals for achievement in grade 6, 7 or 8 Science.</p>

### 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	Westhill Gr. 6 social studies district-developed common achievement assessments
7	5) District, regional, or BOCES–developed assessments	Westhill Gr. 7 social studies district-developed common achievement assessments
8	5) District, regional, or BOCES–developed assessments	Westhill Gr. 8 social studies district-developed common achievement assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18 - 20 points) Results are well above District goals for achievement in grade 6, 7 and 8 Social Studies.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9 - 17 points) Results meet District goals for achievement in grade 6, 7 and 8 Social Studies.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 8 points) Results are below District goals for achievement in grade 6, 7 and 8 Social Studies.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points) Results are well below District goals for achievement in grade 6, 7 and 8 Social Studies.

### 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	Westhill Global 1 social studies district-developed common achievement assessments
Global 2	5) District, regional, or BOCES–developed assessments	Westhill Global 2 social studies district-developed common achievement assessments

American History	5) District, regional, or BOCES–developed assessments	Westhill American History social studies district-developed common achievement assessments
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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.	Highly Effective (18 - 20 points) Results are well above District goals for achievement in Global Studies 1, Global Studies 2 and American History.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9 - 17 points) Results meet District goals for achievement in Global Studies 1, Global Studies 2 and American History.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 8 points) Results are below District goals for achievement in Global Studies 1, Global Studies 2 and American History.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points) Results are well below District goals for achievement in Global Studies 1, Global Studies 2 and American History.

### 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	Westhill Living Environment sciencedistrict-developed common achievement assessments
Earth Science	5) District, regional, or BOCES–developed assessments	Westhill Earth Science science district-developed common achievement assessments
Chemistry	5) District, regional, or BOCES–developed assessments	Westhill Chemistry science district-developed common achievement assessments
Physics	5) District, regional, or BOCES–developed assessments	Westhill Physics science district-developed common achievement assessments

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.	Highly Effective (18-20 points) Results are well above District goals for achievement in Living Environment, Earth Science, Chemistry and Physics.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 8 points) Results are below District goals for achievement in Living Environment, Earth Science, Chemistry and Physics.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9 - 17points) Results meet District goals for achievement in Living Environment, Earth Science, Chemistry and Physics.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points) Results are well below District goals for achievement in Living Environment, Earth Science, Chemistry and Physics.

### 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	Westhill Algebra 1 math district-developed common achievement assessments
Geometry	5) District, regional, or BOCES–developed assessments	Westhill Geometry math district-developed common achievement assessments
Algebra 2	5) District, regional, or BOCES–developed assessments	Westhill Algebra 2 math district-developed common achievement assessments

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	See 3.13
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this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18 - 20 points) Results are well above District goals for achievement in Algebra 1, Geometry and Algebra 2.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9 - 17 points) Results meet District goals for achievement in Algebra 1, Geometry and Algebra 2.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 8 points) Results are below District goals for achievement for in Algebra 1, Geometry and Algebra 2.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points) Results are well below District goals for achievement in Algebra 1, Geometry and Algebra 2.

### 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	Westhill Gr. 9 ELA district-developed common achievement assessments
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Westhill Gr. 10 ELA district-developed common achievement assessments
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Westhill Gr. 11 ELA district-developed common achievement assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	See 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (18-20 points) Results are well above District goals for achievement for in grade 9, 10 and 11 ELA.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (9 - 17points) Results meet District goals for achievement in grade 9, 10 and 11 ELA.



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/5139/146343-y92vNseFa4/3.13 Westhill CSD HEDI Teacher Achieve 20pts Revised2.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.

*Each local assessment will receive proportional weighting based on the number of students taking the assessment.*

### 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	Checked

3.16) Assurances | Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent. Checked

## 4. Other Measures of Effectiveness (Teachers)

Created Thursday, May 24, 2012

Updated Friday, November 16, 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	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*The Westhill CSD will use the NYSUT rubric and weight each of the 7 teaching standards equally. Using the value of 0, 2.8, 3.3, 4 for Ineffective, Developing, Effective and Highly Effective, respectively, evaluators will score performance indicators based on evidence collected for each of the 7 standards. For each standard, points earned will be calculated by adding together all points and dividing by the number of indicators observed. The resultant point values for all 7 standards will be averaged to a raw score between 0-4 and then converted to a subcomponent score of 0-60 using the attached conversion table.*

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

*assets/survey-uploads/5091/133109-eka9yMJ855/4.5 Westhill CSD Teacher 60% Conversion Revised.pdf*

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Highly Effective: By earning an average of 3.6-4.0 points on a 4-pt. scale and converting that to 60 points as negotiated, overall performance and results based on the NYS Teaching Standards using the NYSUT rubric across all 7 standards are highly effective.
Effective: Overall performance and results meet NYS Teaching Standards.	Effective: By earning an average of 3.0-3.59 points on a 4-pt. scale and converting that to 51-59 points as negotiated, overall performance and results based on the NYS Teaching Standards using the NYSUT rubric across all 7 standards are effective.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Developing: By earning an average of 2.6-2.99 points on a 4-pt. scale and converting that to 44-50 points as negotiated, overall performance and results based on the NYS Teaching Standards using the NYSUT rubric across all 7 standards are developing.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Ineffective: By earning an average of 0-2.59 points on a 4-pt. scale and converting that to 0-43 points as negotiated, overall performance and results based on the NYS Teaching Standards using the NYSUT rubric across all 7 standards are ineffective.

Provide the ranges for the 60-point scoring bands.

Highly Effective	60
Effective	51-59
Developing	44-50
Ineffective	0-43

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	2
4.6) Observations of Probationary Teachers   Informal/Short	0
4.6) Observations of Probationary Teachers   Enter Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

Will formal/long observations of 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	0
4.7) Observations of Tenured Teachers   Informal/Short	2
4.7) Observations of Tenured Teachers   Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Monday, August 06, 2012

Updated Sunday, October 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	60
Effective	51-59
Developing	44-50
Ineffective	0-43

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, August 06, 2012  
Updated Friday, November 16, 2012

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/159517-Df0w3Xx5v6/6.2 Westhill CSD 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:

*A teacher may appeal his/her annual professional performance review ("APPR") subject to the following exclusive procedure:*

*1. Only tenured teachers who receive an APPR with an overall rating of "developing" or "ineffective" may appeal their APPR. Tenured teachers who receive "effective" or "highly effective" ratings cannot appeal their APPR, but may submit a written rebuttal that will be attached to their APPR in the teacher's personnel file.*

2. Probationary teachers cannot appeal their APPR, but may submit a written rebuttal that will be attached to their APPR in the teacher's personnel file.

3. A tenured teacher may only challenge the following aspects of the APPR on appeal:

a. the substance of the APPR;

b. the District's adherence to the standards and methodologies required for APPRs pursuant to Education Law Section 3012-c and the regulations promulgated by the Commissioner of Education;

c. the District's compliance with the APPR procedures negotiated with the Westhill District Education Association; and/or

d. the issuance and/or implementation of the terms of a teacher improvement plan ("TIP") in connection with "ineffective" and "developing" ratings.

4. A tenured teacher may appeal an APPR on one or more of the grounds stated in paragraph 3 above, by submitting a written appeal to the supervisor who issued the APPR within 15 calendar days of the teacher's receipt of the APPR, and by providing a copy of the appeal to the Superintendent. Failure to file the appeal within 15 calendar days is a waiver of the right to appeal the APPR.

a. The written appeal must contain a detailed description of the ground(s) for the appeal, including the legal and/or factual basis for the appeal, and a description of the relief requested. The appeal must also include a copy of the APPR being appealed. The written appeal may also include any documents or materials that the teacher believes should be considered in the appeal. Any documents, materials, or information not submitted with the initial appeal will not be considered.

b. Only one appeal may be filed regarding a particular APPR, and all grounds for appeal must be raised with specificity in that single appeal. Any grounds not raised are deemed to be waived.

c. The teacher has the burden of showing a clear right to the relief requested.

5. The supervisor issuing the APPR will respond in writing within 15 calendar days of receipt of the appeal, and shall provide a copy of the response to the teacher and the Superintendent. The supervisor may provide any documents or materials that the supervisor believes should be considered in the appeal.

6. Copies of the teacher's appeal and the supervisor's response shall be provided by the Superintendent to each member of the Appeals Panel within two school days after the Superintendent's receipt of the supervisor's response. The Appeals Panel shall consist of three members appointed by the District and three members appointed by the Westhill District Education Association ("WDEA"). Neither the Superintendent nor the lead evaluator of the teacher who has filed the appeal shall be a member of the Appeals Panel. The Appeals Panel shall issue a written decision on the merits of the appeal within 15 calendar days of their receipt of the supervisor's response. If the appeal is granted, in whole or in part, the Appeals Panel shall have the power to modify a TIP, modify a rating, or order a new APPR. The decision will be provided to the teacher, the supervisor who issued the APPR, and the Superintendent.

7. In the event that there is no majority opinion of the Appeals Panel, the Superintendent will issue a written determination on the merits of the appeal within 15 calendar days of receipt of the Appeals Panel's written decision. If the Superintendent was responsible for making the final rating decision on the challenged APPR, the Board of Education shall appoint another person to break the tie in the Appeals Panel, and the Board's designee shall issue a written determination on the merits of the appeal within 20 calendar days of the issuance of the Appeals Panel's decision. The Superintendent's or Board's designee's written decision shall be provided to the teacher and the supervisor who issued the APPR. The Superintendent or the Board's designee shall have the same power as the Appeals Panel, as set forth above in paragraph 6, if the appeal is granted in whole or in part.

8. The decision on appeal, whether made by a majority of the Appeals Panel, the Superintendent, or the Board's designee, shall be final, and shall not be subject to further challenge in any forum.

9. This appeal procedure is the exclusive method for resolving any challenges or disputes related to an APPR, regardless of whether those challenges or disputes relate to the existing APPR provisions of the current collective bargaining agreement or are contained in a separate APPR plan. The collective bargaining agreement's grievance procedure (Article III) does not apply to, and may not be used to, challenge or dispute any matter related to APPRs. However, probationary teachers, who do not have the right to utilize this appeal procedure, may utilize the grievance procedure contained in the collective bargaining agreement if it is alleged that the District violated a provision of the collective bargaining agreement relating to APPR procedures.

## 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.

*Subsequent to initial Lead Evaluator training, all evaluators will be required to participate in OCM BOCES network team continuing training that focuses on the nine NYSED-proscribed training components as outlined below. This on-going training includes practice of evidence-based observation to ensure inter-rater reliability among the Westhill evaluators. Each year, new evaluators will be certified, and continuing evaluators will be re-certified, upon recommendation by the superintendent to the Westhill Board of Education.*

*The OCM BOCES Network Team provided training to our Network Team members, based on the training provided at SED's Network Team Institutes and best practices in supervision and evaluation. The training included all of the state-prescribed components:*

- 1. New York State Teaching Standards and 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 teacher or principal rubrics*
- 5. Application and use of any assessment tools used to evaluate teachers and principals*
- 6. Application and use of State-approved locally selected measures of student achievement*
- 7. Use of the Statewide Instructional Reporting System*
- 8. Scoring methodology used to evaluate teachers and principals*
- 9. Specific considerations in evaluating teachers and principals of ELLs and students with disabilities*

*Additionally, the training included suggestions for making the new APPR system manageable. The goal was to provide training that will help lead evaluators be instructional leaders (and good supervisors). In addition to all course materials, participants will also receive a copy of Kim Marshall's Rethinking Teacher Supervision and Evaluation. Training consisted of two full days during the summer and eight half-days, totaling thirty-three hours. Resources, including slides and all materials for the training are all archived on-line on a special page at [leadership.ocmboces.org](http://leadership.ocmboces.org). The OCM BOCES will be providing continuing training in order to support Lead Evaluators as well.*

## 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	Checked
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prescribed by the Commissioner.

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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

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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

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

Created Monday, August 06, 2012

Updated Sunday, October 14, 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):

2-4
5-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-1	State-approved 3rd party assessment	AIMSWeb

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 7.3 attachment
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Highly Effective (18 - 20 points) Results are well above district goals in grade K-1 ELA and Math.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Effective (9 - 17 points) Results meet district goals in grade K-1 ELA and Math.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Developing (3 - 8 points) Results are below district goals in grade K-1 ELA and Math.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Ineffective (0 - 2 points) Results are well below district goals in grade K-1 ELA and Math.

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/5365/159523-lha0DogRNw/7.3 Westhill CSD HEDI Growth SLO Principal\_2.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, August 06, 2012

Updated Sunday, November 25, 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
2-4	(d) measures used by district for teacher evaluation	All Westhill district-developed grade and subject specific common achievement assessments
5-8	(d) measures used by district for teacher evaluation	All Westhill district-developed grade and subject specific achievement common assessments
9-12	(d) measures used by district for teacher evaluation	All Westhill district-developed grade and subject specific achievement common 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 8.1 attachment.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (14 - 15 points) Results are well above District adopted expectations for growth or achievement for grade/subject.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (8- 13 points) Results meet District adopted expectations for growth or achievement for grade/subject.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 7 points) Results are below District adopted expectations for growth or achievement for grade/subject.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points) Results are well below District adopted expectations for growth or achievement for grade/subject.

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/5366/159538-qBFVOWF7fC/8.1 Westhill CSD HEDI Principal Achieve 15pts Revised2.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-1	(d) measures used by district for teacher evaluation	All Westhill district-developed grade and subject specific achievement common 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 8.2 attachment
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Highly Effective (14 - 15 points) Results are well above District adopted expectations for growth or achievement for grade/subject.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Effective (8- 13 points) Results meet District adopted expectations for growth or achievement for grade/subject.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Developing (3 - 7 points) Results are below District adopted expectations for growth or achievement for grade/subject.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Ineffective (0 - 2 points) Results are well below District adopted expectations for growth or achievement for grade/subject.

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/5366/159538-T8MlGWUVm1/8.2 Westhill CSD HEDI Principal Achieve 20pts Revised2.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.

*If principals have more than one local measure, the measures will each earn a score from 0-20 points which the Districts will weigh proportionately based on the number of students in each local 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, August 06, 2012  
Updated Friday, November 16, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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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
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

*(No response)*

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

*The Westhill CSD will use the MPPR rubric and and weight each of the 6 standards equally. Using the value of 0, 2.8, 3.3, 4 for Ineffective, Developing, Effective and Highly Effective, respectively, evaluators will score performance indicators based on evidence collected for each of the 6 standards. For each standard, points earned will be calculated by adding together all points and dividing by the number of indicators observed. The resultant point values for all 6 standards will be averaged and converted to a score of 0-60 using the attached conversion table.*

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

*assets/survey-uploads/5143/159531-pMADJ4gk6R/9.7 Westhill CSD Principal 60% Conversion Revised.pdf*

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

Highly Effective: Overall performance and results exceed standards.	Highly Effective: Overall performance and results exceed standards by earning an average of highly effective across all 6 standards.
Effective: Overall performance and results meet standards.	Effective: Overall performance and results meet standards by earning an average of effective across all 6 standards.
Developing: Overall performance and results need improvement in order to meet standards.	Developing: Overall performance and results need improvement in order to meet standards as judged by earning an average of developing across all 6 standards..
Ineffective: Overall performance and results do not meet standards.	Ineffective: Overall performance and results do not meet standards as judged by earning an average of ineffective across all 6 standards..

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	60
Effective	51-59
Developing	44-50
Ineffective	0-43

## 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, August 06, 2012

Updated Sunday, October 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 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	60
Effective	51-59
Developing	44-50
Ineffective	0-43

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 Saturday, October 13, 2012

Updated Friday, November 16, 2012

## 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/5276/195450-Df0w3Xx5v6/11.2 Westhill CSD PIP.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 principal may appeal his/her annual professional performance review ("APPR") subject to the following exclusive procedure:*

*1. Only tenured principals who receive an APPR with an overall rating of "developing" or "ineffective" may appeal their APPR. Tenured principals who receive "effective" or "highly effective" ratings cannot appeal their APPR, but may submit a written rebuttal that will be attached to their APPR in the principal's personnel file.*

- 2. Probationary principals cannot appeal their APPR, but may submit a written rebuttal that will be attached to their APPR in the principal's personnel file.*
- 3. A tenured principal may only challenge the following aspects of the APPR on appeal:*
  - a. the substance of the APPR;*
  - b. the District's adherence to the standards and methodologies required for APPRs pursuant to Education Law Section 3012-c and the regulations promulgated by the Commissioner of Education;*
  - c. the District's compliance with the APPR procedures negotiated with the Westhill Administrators Association; and/or*
  - d. the issuance and/or implementation of the terms of a principal improvement plan ("PIP") in connection with "ineffective" and "developing" ratings.*
- 4. A tenured principal may appeal an APPR on one or more of the grounds stated in paragraph 3 above, by submitting a written appeal to the supervisor who issued the APPR within 15 calendar days of the principal's receipt of the APPR, and by providing a copy of the appeal to the Superintendent. Failure to file the appeal within 15 calendar days is a waiver of the right to appeal the APPR.*
  - a. The written appeal must contain a detailed description of the ground(s) for the appeal, including the legal and/or factual basis for the appeal, and a description of the relief requested. The appeal must also include a copy of the APPR being appealed. The written appeal may also include any documents or materials that the principal believes should be considered in the appeal. Any documents, materials, or information not submitted with the initial appeal will not be considered.*
  - b. Only one appeal may be filed regarding a particular APPR, and all grounds for appeal must be raised with specificity in that single appeal. Any grounds not raised are deemed to be waived.*
  - c. The principal has the burden of showing a clear right to the relief requested.*
- 5. The supervisor issuing the APPR will respond in writing within 15 calendar days of receipt of the appeal, and shall provide a copy of the response to the principal and the Superintendent. The supervisor may provide any documents or materials that the supervisor believes should be considered in the appeal.*
- 6. Copies of the principal's appeal and the supervisor's response shall be provided by the Superintendent to each member of the Appeals Panel within two school days after the Superintendent's receipt of the supervisor's response. The Appeals Panel shall consist of two members appointed by the District and two members appointed by the Westhill Administrators Association ("WAA"). Neither the Superintendent nor the lead evaluator of the principal who has filed the appeal shall be a member of the Appeals Panel. The Appeals Panel shall issue a written decision on the merits of the appeal within 15 calendar days of their receipt of the supervisor's response. If the appeal is granted, in whole or in part, the Appeals Panel shall have the power to modify a PIP, modify a rating, or order a new APPR. The decision will be provided to the principal, the supervisor who issues the APPR, and the Superintendent.*
- 7. In the event that there is no majority opinion of the Appeals Panel, the Superintendent will issue a written determination on the merits of the appeal within 15 calendar days of receipt of the Appeals Panel's written decision. If the Superintendent was responsible for making the final rating decision on the challenged APPR, the Board of Education shall appoint another person to break the tie in the Appeals Panel, and the Board's designee shall issue a written determination on the merits of the appeal within 20 calendar days of the issuance of the Appeals Panel's decision. The Superintendent's or Board's designee's written decision shall be provided to the principal and the supervisor who issued the APPR. The Superintendent or the Board's designee shall have the same power as the Appeals Panel, as set forth above in paragraph 6, if the appeal is granted in whole or in part.*
- 8. The decision on appeal, whether made by the Appeals Panel, the Superintendent, or the Board's designee, shall be final, and shall not be subject to further challenge in any forum.*
- 9. This appeal procedure is the exclusive method for resolving any challenges or disputes related to an APPR, regardless of whether those challenges or disputes relate to the existing APPR provisions of the current collective bargaining agreement or are contained in a separate APPR plan. The collective bargaining agreement's grievance procedure does not apply to, and may not be used to, challenge or dispute any matter related to APPRs. However, probationary principals, who do not have the right to utilize this appeal procedure, may utilize the grievance procedure contained in the collective bargaining agreement if it is alleged that the District violated a provision of the collective bargaining agreement relating to APPR procedures.*

## 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.

*Subsequent to initial Principal Evaluator training, all evaluators of principals will be required to participate in OCM BOCES network team continuing training that focuses on the fifteen NYSED- proscribed training components as outlined below. This on-going training includes practice of evidence-based observation to ensure inter-rater reliability among the Westhill evaluators of principals. Each year, new evaluators of principals will be certified, and continuing evaluators of principals will be re-certified, upon recommendation by the superintendent to the Westhill Board of Education.*

*The OCM BOCES Network Team provided training to our Network Team members, based on the training provided at SED's Network Team Institutes and best practices in supervision and evaluation. The training included all of the state-prescribed components:*

- 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 (Training provided by Joanne Picone-Zochia, co-author of the rubric)*
  - 5. Application and use of any assessment tools used to evaluate principals*
  - 6. Application and use of State-approved locally selected measures of student achievement*
  - 7. Use of the Statewide Instructional Reporting System*
  - 8. Scoring methodology used to evaluate principals*
  - 9. Specific considerations in evaluating principals of ELLs and students with disabilities*
- Additionally, the training included support for making the new APPR system manageable, including:*
- 10. State-determined district-wide student growth goal setting process (Student Learning Objectives)*
  - 11. Effective supervisory visits and feedback*
  - 12. Soliciting structured feedback from constituent groups*
  - 13. Reviewing school documents, records, state accountability processes and other measures*
  - 14. Principal contribution to teacher effectiveness*
  - 15. Goal Setting and Attainment, using the Multidimensional Principal Performance Rubric tool (Training provided by Joanne Picone-Zochia, co-author of the rubric)*

*The goal was to provide training that will help lead evaluate principals and to help supervisors of principals help their principals do all of the new work that is expected of them under the Reform Agenda. Training consisted of one full day and seven half-days, totaling 23.5 hours. Resources, including slides and all materials for the training are all archived on-line on a special page at [leadership.ocmboces.org](http://leadership.ocmboces.org). The OCM BOCES will be providing continuing training in order to support Principal Evaluators as well.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Thursday, August 16, 2012

Updated Sunday, November 25, 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/5581/163830-3Uqgn5g9Iu/12.1 Westhill CSD Joint APPR Certification Revised2.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.

**Westhill CSD: Process for Assigning GROWTH HEDI Categories and Points (20%)  
2012-2013**

**Attachment 2.11**

**Test Security:**

The teacher for whom the growth component score is being generated locally will administer the baseline and summative assessments. *Another teacher or team of teachers* will score the summative assessments. At no time will test items be given to students in advance. To create a single teacher growth score, a teacher's multiple SLOs will be combined proportionally based on the number of students reflected in each SLO.

**Teacher Scores and HEDI Ratings:**

**Student Learning Objectives (SLOs)** will be used to measure **student growth** for all teachers in **grades K-12 (with the exception of 4-8 ELA and Math)** using the following SLO template and HEDI scale. This scale will also be used with grades 4-8 ELA and Math AIS and special education resource teachers if they do not receive a growth score from the state.

<b>Population</b>	Students assessed
<b>Learning Content</b>	NYS Learning Standards and NYS Common Core Learning Standards
<b>Interval</b>	Course Duration
<b>Evidence</b>	<ol style="list-style-type: none"> <li>1. Summative assessment trend data, and/or</li> <li>2. Westhill District-developed assessments and baseline data, and</li> <li>3. Westhill District-developed or NYS State assessments/NYS Regents summative assessments administered at end of course and/or</li> <li>4. Other relevant diagnostic assessments</li> </ol>
<b>Baseline</b>	Summary of student performance on #s 1 and 2 above.
<b>Targets</b>	<p><b>Target=</b> <u>X</u> % of students will score at mastery or proficiency as measured by the summative assessment.</p> <p>Targets are to be set in terms of proficiency if current evidence data indicate that less than 80% of students are proficient. Targets will be set in terms of mastery if current evidence data indicate that 80% or more of students are proficient.</p>
<b>Rationale</b>	<p>Previous work in the (<u>past course</u>), focused on _____, which are essential components of the (<u>current course</u>) curriculum. (<u>Current course</u>) requires students to build on their learning from (<u>past course</u>) in order to achieve (<u>mastery or proficiency</u>) in these areas to be prepared for (<u>next course</u>). Since _____ % of students are expected to reach (<u>mastery or proficiency</u>) as indicated by baseline evidence, I have set my target at _____ % or more of students will achieve (<u>mastery or proficiency</u>) in the (<u>current course</u>) as measured by the summative assessment.</p>

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

**The Processes:**

The Westhill CSD will administer district-developed common achievement assessments to students and will use the assessment results to generate each 15% achievement score and HEDI rating for those teachers who are receiving a value-added growth score (grades 4-8 ELA and Math.)

All teachers will administer two district-developed common assessments specific to their grade(s) and content area(s). To calculate a teacher score and HEDI rating, the results of the assessments will be *combined proportionally* based on the number of students taking each assessment. Assessments will be reviewed and certified by the Superintendent to assure rigor and comparability across grade levels and content areas.

**Test Security:**

The teacher for whom the achievement component score is being generated will administer the assessments. *Another teacher or team of teachers* will score the assessments. At no time will test items be given to students in advance.

**Process #1: Scoring of Assessments** for all teachers:

Each assessment will be scored numerically 0-100% or as Levels 1, 2, 3 or 4. If assessments are scored numerically, the following conversion to levels will be used:

Numeric to Level Conversion Scale

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

**Teacher Scores and HEDI Ratings:**

Once all of a teacher’s assessments are scored and levels assigned **with the exception of AIS and special education resource teachers**, the following formula will be used to obtain a number between 0 and 15. The # symbol in the formula below indicates the number of students earning the Level (2, 3, 4) indicated. The process to be used for AIS and special education resource teachers is discussed on p. 2.

$$\frac{(\#L2+\#L3+\#L4) + (\#L3+\#L4)}{\# \text{ taking assessment}} \quad \times 7.5 \quad = \text{Teacher Achievement Component Score}$$

This number will become the number of points assigned to a teacher for this **15% component** of the composite score and will generate the HEDI rating for this component of the teacher’s composite score as outlined in the table below.

Should the combined scores of the assessments result in a decimal, normal rounding to the whole number will be employed.

H		E						D					I		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

**Process #2: Teacher Scores and HEDI Ratings for AIS and special education resource teachers:**

**Local Achievement Targets (LATs)** will be used to measure **student achievement for AIS** and Special Education teachers in **grades 4-8** if they receive a value-added growth score using one or more of the following:

1. Summative assessment trend data, and/or
2. Westhill District-developed assessments and baseline data, and
3. Westhill District-developed or NYS State assessments/NYS Regents summative assessments administered at end of course, and
4. Other relevant diagnostic assessments

The lead evaluator and the teacher will set the targets collaboratively and targets will be written in the following manner:

**Target = X % of students will score at X% or higher as measured by the summative assessment.**

The following HEDI scale will be used to convert the success on achieving the target to HEDI points and HEDI category.

H		E						D					I		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95% +	94- 85 %	84 %	83 %	82- 81 %	80- 78 %	77- 74 %	73- 70 %	69- 66 %	65- 62 %	61- 58 %	57- 54 %	53- 50%	49- 30 %	29- 15 %	0- 14%

**The Processes:**

The Westhill CSD will administer district-developed common achievement assessments to students and will use the assessment results to generate each teacher’s 20% achievement score and HEDI rating.

All teachers will administer two district-developed common assessments specific to their grade(s) and content area(s). To calculate a teacher score and HEDI rating, the results of the assessments will be *combined proportionally* based on the number of students taking each assessment. Assessments will be reviewed and certified by the Superintendent to assure rigor and comparability across grade levels and content areas.

**Test Security:**

The teacher for whom the achievement component score is being generated will administer the assessments. *Another teacher or team of teachers* will score the assessments. At no time will test items be given to students in advance.

**Process #1: Scoring of Assessments** for all teachers:

Each assessment will be scored numerically 0-100% or as Levels 1, 2, 3 or 4. If assessments are scored numerically, the following conversion to levels will be used:

Numeric to Level Conversion Scale

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

**Teacher Scores and HEDI Ratings:**

Once all of a teacher’s assessments are scored and levels assigned **with the exception of AIS and special education resource teachers**, the following formula will be used to obtain a number between 0 and 15. The # symbol in the formula below indicates the number of students earning the Level (2, 3, 4) indicated. The process to be used for AIS and special education resource teachers is discussed on p. 2.

$$\frac{(\#L2+\#L3+\#L4) + (\#L3+\#L4)}{\# \text{ taking assessment}} \quad \times 10 \quad = \text{Teacher Achievement Component Score}$$

This number will become the number of points assigned to a teacher for this **20% component** of the composite score and will generate the HEDI rating for this component of the teacher’s composite score as outlined in the table below.

Should the combined scores of the assessments result in a decimal, normal rounding to the whole number will be employed.

H			E									D					I			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

**Process #2: Teacher Scores and HEDI Ratings for AIS and special education resource teachers:**

**Student Learning Objectives (SLOs)** will be used to measure **student achievement** for all AIS and special education teachers in **grades K-12 (with the exception of 4-8 ELA and Math)** using the following template and HEDI scale. This scale **will also be used with grades 4-8 AIS and Resource teachers** if they do not receive a growth score from the state.

<b>Population</b>	Students assessed
<b>Learning Content</b>	
<b>Interval</b>	Course Duration
<b>Evidence</b>	1. Summative assessment trend data, and/or 2. Westhill District-developed assessments and baseline data, and 3. Westhill District-developed or NYS State assessments/NYS Regents summative assessments administered at end of course, and/or 4. Other relevant diagnostic assessments
<b>Baseline</b>	Summary of student performance on #s 1-4 above.
<b>Targets</b>	<b>Target=</b> <u> X %</u> of students will score at <u> X%</u> or higher as measured by the summative assessment.
<b>Rationale</b>	

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

Ineffective	Points	Developing	Points	Effective	Points	Highly Effective	Points
0.00-0.04	0	2.60-2.64	44	3.00-3.04	51	3.60-3.64	60
0.05-0.09	1	2.65-2.69	45	3.05-3.09	52	3.65-3.69	60
0.10-0.14	2	2.70-2.74	46	3.10-3.14	53	3.70-3.74	60
0.15-0.19	3	2.75-2.79	47	3.15-3.19	54	3.75-3.79	60
0.20-0.24	3	2.80-2.84	48	3.20-3.24	54	3.80-3.84	60
0.25-0.29	4	2.85-2.89	48	3.25-3.29	55	3.85-3.89	60
0.30-0.34	5	2.90-2.94	49	3.30-3.34	56	3.90-3.94	60
0.35-0.39	6	2.95-2.99	50	3.35-3.39	57	3.95-3.99	60
0.40-0.44	7			3.40-3.44	58	4.00	60
0.45-0.49	8			3.45-3.49	59		
0.50-0.54	9			3.50-3.54	59		
0.55-0.59	9			3.55-3.59	59		
0.60-0.64	10						
0.65-0.69	11						
0.70-0.74	12						
0.75-0.79	13						
0.80-0.84	14						
0.85-0.89	14						
0.90-0.94	15						
0.95-0.99	16						
1.00-1.04	17						
1.05-1.09	18						
1.10-1.14	19						
1.15-1.19	20						
1.20-1.24	20						
1.25-1.29	21						
1.30-1.34	22						
1.35-1.39	23						
1.40-1.44	24						
1.45-1.49	25						
1.50-1.54	26						
1.55-1.59	26						
1.60-1.64	27						
1.65-1.69	28						
1.70-1.74	29						
1.75-1.79	30						
1.80-1.84	31						
1.85-1.89	31						
1.90-1.94	32						
1.95-1.99	33						
2.00-2.04	34						
2.05-2.09	35						
2.10-2.14	36						
2.15-2.19	37						
2.20-2.24	37						
2.25-2.29	38						
2.30-2.34	39						
2.35-2.39	40						
2.40-2.44	41						
2.45-2.49	42						
2.50-2.54	43						
2.55-2.59	43						

**Westhill CSD: Process for Assigning GROWTH HEDI Categories and Points (20%)  
2012-2013**

**Principal Growth Score:**

**Attachment 7.3**

The principal's growth score will be based on the same process used to generate teachers' growth scores, using the SLO process outlined below. The principal SLO will be combine the results of teacher SLOs proportionally based on the number of students covered in each teacher SLO.

**Test Security:**

Teachers will administer the baseline and summative assessments to their own students. *Another teacher or team of teachers* will score the summative assessments. The principal will not grade the assessments. At no time will test items be given to students in advance.

**Principal Scores and HEDI Ratings:**

**Student Learning Objectives (SLOs)** will be used to measure **student growth** for all principals in **grades K-12** using the following SLO template and HEDI scale. This scale will also be used with grades 4-8 ELA and Math AIS and special education resource teachers if they do not receive a growth score from the state.

<b>Population</b>	Students assessed
<b>Learning Content</b>	NYS Learning Standards and NYS Common Core Learning Standards
<b>Interval</b>	Course Duration
<b>Evidence</b>	<ol style="list-style-type: none"> <li>1. Summative assessment trend data, and/or</li> <li>2. Westhill District-developed assessments and baseline data, and</li> <li>3. Westhill District-developed or NYS State assessments/NYS Regents summative assessments administered at end of course and/or</li> <li>4. Other relevant diagnostic assessments</li> </ol>
<b>Baseline</b>	Summary of student performance on #s 1 and 2 above.
<b>Targets</b>	<p><b>Target= <u>X</u> %</b> of students will score at mastery or proficiency as measured by the summative assessment.</p> <p>Targets are to be set in terms of proficiency if current evidence data indicate that less than 80% of students are proficient. Targets will be set in terms of mastery if current evidence data indicate that 80% or more of students are proficient.</p>
<b>Rationale</b>	<p>Previous work in the (<u>past course</u>), focused on _____, which are essential components of the (<u>current course</u>) curriculum. (<u>Current course</u>) requires students to build on their learning from (<u>past course</u>) in order to achieve (<u>mastery or proficiency</u>) in these areas to be prepared for (<u>next course</u>). Since _____ % of students are expected to reach (<u>mastery or proficiency</u>) as indicated by baseline evidence, I have set my target at _____ % or more of students will achieve (<u>mastery or proficiency</u>) in the (<u>current course</u>) as measured by the summative assessment.</p>

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

Ineffective	Points	Developing	Points	Effective	Points	Highly Effective	Points
0.00-0.04	0	2.60-2.64	44	3.00-3.04	51	3.60-3.64	60
0.05-0.09	1	2.65-2.69	45	3.05-3.09	52	3.65-3.69	60
0.10-0.14	2	2.70-2.74	46	3.10-3.14	53	3.70-3.74	60
0.15-0.19	3	2.75-2.79	47	3.15-3.19	54	3.75-3.79	60
0.20-0.24	3	2.80-2.84	48	3.20-3.24	54	3.80-3.84	60
0.25-0.29	4	2.85-2.89	48	3.25-3.29	55	3.85-3.89	60
0.30-0.34	5	2.90-2.94	49	3.30-3.34	56	3.90-3.94	60
0.35-0.39	6	2.95-2.99	50	3.35-3.39	57	3.95-3.99	60
0.40-0.44	7			3.40-3.44	58	4.00	60
0.45-0.49	8			3.45-3.49	59		
0.50-0.54	9			3.50-3.54	59		
0.55-0.59	9			3.55-3.59	59		
0.60-0.64	10						
0.65-0.69	11						
0.70-0.74	12						
0.75-0.79	13						
0.80-0.84	14						
0.85-0.89	14						
0.90-0.94	15						
0.95-0.99	16						
1.00-1.04	17						
1.05-1.09	18						
1.10-1.14	19						
1.15-1.19	20						
1.20-1.24	20						
1.25-1.29	21						
1.30-1.34	22						
1.35-1.39	23						
1.40-1.44	24						
1.45-1.49	25						
1.50-1.54	26						
1.55-1.59	26						
1.60-1.64	27						
1.65-1.69	28						
1.70-1.74	29						
1.75-1.79	30						
1.80-1.84	31						
1.85-1.89	31						
1.90-1.94	32						
1.95-1.99	33						
2.00-2.04	34						
2.05-2.09	35						
2.10-2.14	36						
2.15-2.19	37						
2.20-2.24	37						
2.25-2.29	38						
2.30-2.34	39						
2.35-2.39	40						
2.40-2.44	41						
2.45-2.49	42						
2.50-2.54	43						
2.55-2.59	43						

**Principal Achievement Score:**

The principal’s achievement score will be based on all local assessments given in their respective schools via the same process used to generate teachers’ achievement scores, using the process outlined below. Scores achieved by the two processes will be combined proportionally by the number of students assessed by each process.

**The Processes:**

The Westhill CSD will administer district-developed common achievement assessments to students and will use the assessment results to generate each 15% achievement score and HEDI rating for those teachers who are receiving a value-added growth score (grades 4-8 ELA and Math.)

All teachers will administer two district-developed common assessments specific to their grade(s) and content area(s). To calculate a principal score and HEDI rating, the results of the assessments will be *combined proportionally* based on the number of students taking each assessment. Assessments will be reviewed and certified by the Superintendent to assure rigor and comparability across grade levels and content areas.

**Test Security:**

The teacher for whom the achievement component score is being generated will administer the assessments. *Another teacher or team of teachers* will score the assessments. The principal will not score the assessments. At no time will test items be given to students in advance.

**Process #1: Scoring of Assessments** for all principals:

Each assessment will be scored numerically 0-100% or as Levels 1, 2, 3 or 4. If assessments are scored numerically, the following conversion to levels will be used:

Numeric to Level Conversion Scale

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

**Teacher Scores and HEDI Ratings:**

Once all of a principal’s assessments are scored and levels assigned **with the exception of the assessments of AIS and special education resource teachers**, the following formula will be used to obtain a number between 0 and 15. The # symbol in the formula below indicates the number of students earning the Level (2, 3, 4) indicated. The process to be used for the assessments of AIS and special education resource teachers is discussed on p. 2.

$$\frac{(\#L2+\#L3+\#L4) + (\#L3+\#L4)}{\# \text{ taking assessment}} \times 7.5 = \text{Principal Achievement Component Score}$$

This number will become the number of points assigned to a principal for this **15% component** of the composite score and will generate the HEDI rating for this component of the principal’s composite score as outlined in the table below. Should the combined scores of the assessments result in a decimal, normal rounding to the whole number will be employed.

<b>H</b>		<b>E</b>						<b>D</b>					<b>I</b>		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

**Process #2: Principal Scores and HEDI Ratings based on assessments used by AIS and special education resource teachers:**

**Local Achievement Targets (LATs)** will be used to measure **student achievement** for all principals in **grades K-12** for AIS and Special Education student populations using one or more of the following:

1. Summative assessment trend data, and/or
2. Westhill District-developed assessments and baseline data, and
3. Westhill District-developed or NYS State assessments/NYS Regents summative assessments administered at end of course, and
4. Other relevant diagnostic assessments

The lead evaluator and the teacher will set the targets collaboratively and targets will be written in the following manner:

**Target =** X % of students will score at X% or higher as measured by the summative assessment.

The following HEDI scale will be used to convert the success on achieving the target to HEDI points and HEDI category.

H		E						D					I		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95%+	94-85%	84%	83%	82-81%	80-78%	77-74%	73-70%	69-66%	65-62%	61-58%	57-54%	53-50%	49-30%	29-15%	0-14%

**Principal Achievement Score:**

The principal’s achievement score will be based on all local assessments given in their respective schools via the same process used to generate teachers’ achievement scores, using the process outlined below. Scores achieved by the two processes will be combined proportionally by the number of students assessed by each process.

**The Processes:**

The Westhill CSD will administer district-developed common achievement assessments to students and will use the assessment results to generate each teacher’s 20% achievement score and HEDI rating.

All teachers will administer two district-developed common assessments specific to their grade(s) and content area(s). To calculate a principal score and HEDI rating, the results of the assessments will be *combined proportionally* based on the number of students taking each assessment. Assessments will be reviewed and certified by the Superintendent to assure rigor and comparability across grade levels and content areas.

**Test Security:**

The teacher for whom the achievement component score is being generated will administer the assessments. *Another teacher or team of teachers* will score the assessments. The principal will not score the assessments. At no time will test items be given to students in advance.

**Process #1: Scoring of Assessments** for all principals:

Each assessment will be scored numerically 0-100% or as Levels 1, 2, 3 or 4. If assessments are scored numerically, the following conversion to levels will be used:

Numeric to Level Conversion Scale

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

**Teacher Scores and HEDI Ratings:**

Once all of a principal’s assessments are scored and levels assigned **with the exception of the assessments of AIS and special education resource teachers**, the following formula will be used to obtain a number between 0 and 15. The # symbol in the formula below indicates the number of students earning the Level (2, 3, 4) indicated. The process to be used for the assessments of AIS and special education resource teachers is discussed on p. 2.

$$\frac{(\#L2+\#L3+\#L4) + (\#L3+\#L4)}{\# \text{ taking assessment}} \times 10 = \text{Principal Achievement Component Score}$$

H			E								D					I				
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

This number will become the number of points assigned to a principal for this **20% component** of the composite score and will generate the HEDI rating for this component of the principal’s composite score as outlined in the table below. Should the combined scores of the assessments result in a decimal, normal rounding to the whole number will be employed.

**Westhill CSD: Process for Assigning ACHIEVEMENT HEDI Categories and Points (20%)  
2012-2013**

**Attachment 8.2**

**Process #2: Principal Scores and HEDI Ratings based on assessments used by AIS and special education resource teachers:**

**Student Learning Objectives (SLOs)** will be used to measure **student achievement** for all principals in **grades K-12** using the following template and HEDI scale. **The following process will be used for AIS and Special Education student populations.** The lead evaluator and the principal will set the targets collaboratively.

<b>Population</b>	Students assessed
<b>Learning Content</b>	
<b>Interval</b>	Course Duration
<b>Evidence</b>	<ol style="list-style-type: none"> <li>1. Summative assessment trend data, and/or</li> <li>2. Westhill District-developed assessments and baseline data, and</li> <li>3. Westhill District-developed or NYS State assessments/NYS Regents summative assessments administered at end of course, and/or</li> <li>4. Other relevant diagnostic assessments</li> </ol>
<b>Baseline</b>	Summary of student performance on #s 1-4 above.
<b>Targets</b>	<b>Target= <u>X</u>% of students will score at <u>X</u>% or higher as measured by the summative assessment.</b>
<b>Rationale</b>	

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

# Westhill Central School District: Teacher Improvement Plan

Attachment 6.2

Teacher: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Evaluator: \_\_\_\_\_ School Year: \_\_\_\_\_

Indicate the Standard(s) and Element(s) in need of improvement:

<input type="checkbox"/> 1. Knowledge of Students and Student Learning Element(s):	<input type="checkbox"/> 5. Assessment for Student Learning Element(s):
<input type="checkbox"/> 2. Knowledge of Content and Instructional Planning Element(s):	<input type="checkbox"/> 6. Professional Responsibilities and Collaboration Element(s):
<input type="checkbox"/> 3. Instructional Practice Element(s):	<input type="checkbox"/> 7. Professional Growth Element(s):
<input type="checkbox"/> 4. Learning Environment Element(s):	

Description of areas for improvement:
Specific Goals(s) to be achieved:
Professional learning activities teacher is to complete toward achieving the goal(s):
Resources to assist in achieving the goal(s):
Timeline for achieving goal and formative review dates (month/year):
Evidence and artifacts needed to show improvement:



# Westhill Central School District: Principal Improvement Plan

## Attachment 11.2

Principal Name: \_\_\_\_\_ School Building: \_\_\_\_\_

Evaluator: \_\_\_\_\_ School Year: \_\_\_\_\_

Indicate the Domain(s) in need of improvement:

<input type="checkbox"/> 1. Shared Vision of Learning	<input type="checkbox"/> 4. Community
<input type="checkbox"/> 2. School Culture and Instructional Program	<input type="checkbox"/> 5. Integrity, Fairness, Ethics

Description of areas for improvement:

<input type="checkbox"/> 3. Safe, Efficient, Effective Learning Environment	<input type="checkbox"/> 6. Political, Social, Economic, Legal & Cultural Context
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## Westhill Central School District: Principal Improvement Plan

Specific Goals(s) to be achieved:

Professional learning activities principal is to complete toward achieving the goal(s):

Resources to assist in achieving the goal(s):

Timeline for achieving goal and formative review dates (month/year):

Evidence and artifacts needed to show improvement:



**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:**

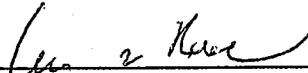
- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next 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)

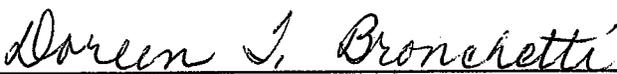
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals 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**

	11/20/12
Stephen A. Bocciolatt, Superintendent of Schools Westhill Central School District	Date

	11/20/12
Gregory J. McCrea, Westhill District Education Association President Westhill Central School District	Date

	11/20/12
Lee C. Roscoe, Westhill Administrators' Association President Westhill Central School District	Date

	11/20/12
Doreen T. Bronchetti, Board of Education President Westhill Central School District	Date