



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

Commissioner of Education
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February 28, 2014

Revised

Dr. Scott G. Martzloff, Superintendent of Schools
Williamsville Central School District
105 Casey Road
East Amherst, NY 14051-5000

Dear Superintendent Martzloff:

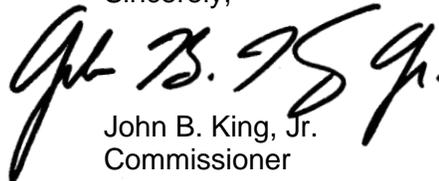
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Donald A. Ogilvie

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, February 11, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

140203060000

1.2) School District Name:

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

Williamsville Central Schools

1.3) Assurances

Please check all of the boxes below:

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

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 3 and 4 ELA and Math Assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 3 and 4 ELA and Math Assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 3 and 4 ELA and Math Assessments

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Measures in this section will be used for growth.

For grades K-2, school-wide measures based on the grades 3 and 4 NYS Math and ELA assessments will be used. For K-2 teachers, the following process to determine HEDI points and ratings will be utilized:

Using historical data of student performance on NYS grades 3 and 4 ELA and Math assessments, expected targets and all points on the HEDI were specifically established to assess and compare student growth in meeting and exceeding proficiency standards on the grade 3 and grade 4 ELA and Math State assessments for each elementary school. (The district will use

the minimum rigor expectation for growth of proficiency level 3 or higher.)

Seeing that a weighted average ensures that every student's assessment score has the same impact and weight from year to year and from exam to exam, in addition to being the most statically significant measure of center and allows one to easily identify and compare increases or decreases in student growth over time, the district will use a weighted average (as a percentage weighted based on the number of students taking each assessment) of all students meeting and exceeding the standard on the grades 3 and 4 State ELA and Math assessments to establish the central target cell (i.e., 17th cell) on the HEDI chart (see attached document -Tablefor2.11). Each building will have a unique weighted average score calculated from their specific student performance data based on students' grade 3 and grade 4 State ELA and Math assessments from the previous year.

The interval for the 17th cell (which reflects student growth meeting the established target as described above) was determined as follows: the weighted average was rounded up to the nearest integer to establish the upper – non-inclusive – number of the interval for the 17th cell. The lower – inclusive – number in the interval for the 17th cell was set by extrapolating the data backwards and comparing common points across buildings within the district to establish comparable HEDI ranges. For example, if the weighted average is 45.89% then the upper limit of the interval of the 17th cell would be: 46%. The lower limit would be established using comparative building data to produce an inclusive limit; for example: $44\% \leq x < 46\%$, where x represents the end-of-year metric for meeting the target that has been set. Note: the lower number in any cell's interval is inclusive ("included in the interval"); whereas the upper number in any cell is exclusive ("not part of the interval"). This ensures that all numeric values 0-100% are represented on the HEDI without interruption or overlap. The average will be weighted by the number of student taking each assessment in this measure.

The intervals for cells 18 through 20 (which reflect student growth exceeding the established target) were calculated using the upper number of the 17th cell as the lower – inclusive – number for the 18th cell. The data was once again extrapolated upwards to the maximum value of 20, which is 100%.

For the intervals for cells 0 through 16 (which reflects student growth falling below established target), the lower number of the 17th cell was used as the upper – exclusive – number for the 16th cell. The data was then extrapolated downward to the 0th cell; however, the 0th cell's lowest number will be 0%.

The following ranges apply for each HEDI level on all charts:
Highly Effective: Let X be the next year's score, then X is in the highly effective range if: $X \geq$ Lower Bound of the 18th cell
Effective: Let X be the next year's score, then X is in the effective range if: Upper Bound of the 17th cell $> X \geq$ Lower Bound of the 9th cell
Developing: Let X be the next year's score, then X is in the developing range if: Upper Bound of the 8th cell $> X \geq$ Lower

Bound of the 3rd cell

Ineffective: Let X be the next year's score, then X is in the ineffective range if: Upper Bound of the 2nd cell > X ≥ 0

These targets were set collaboratively by the District and building administrators. The targets were approved by District administrators.

Grade 3:

Third grade teachers will develop teacher-specific SLO(s) based on their students' previous baseline data and academic history. Third grade teachers will work collaboratively with their principals during the SLO development process, and principals will approve the SLOs. The SLO targets are based upon individual student performance (individual student growth) for the third grade teacher's students on the grade 3 NYS ELA and/or math assessment.

For third grade teachers, the following HEDI will be used:

- 17 "effective" points will be earned for achieving the target exactly.
- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

See attached in 2.11

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Individual/Teacher-specific SLO(s):
81-100% of students meeting/exceeding their target will result in a highly effective score;

Group metric:

Let X be the next year's score, then X is in the highly effective range if: $X \geq$ Lower Bound of the 18th cell

See attached in 2.11

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

Individual/Teacher-specific SLO(s):
60-80% of students meeting/exceeding their target will result in an effective score;

Group metric:

Let X be the next year's score, then X is in the effective range if:
Upper Bound of the 17th cell > X ≥ Lower Bound of the 9th cell

See attached in 2.11

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

Individual/Teacher-specific SLO(s):
41-59% of students meeting/exceeding their target will result in a developing score;

Group metric:

Let X be the next year's score, then X is in the developing range if:
Upper Bound of the 8th cell > X ≥ Lower Bound of the 3rd cell

See attached in 2.11

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

Individual/Teacher specific SLO(s):
0-40% of students meeting/exceeding their target will result in an ineffective score;

Group metric:
Let X be the next year's score, then X is in the ineffective range if:
Upper Bound of the 2nd cell > X ≥ 0

See attached in 2.11

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	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 3 and 4 ELA and Math Assessments
1	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 3 and 4 ELA and Math Assessments
2	School-or BOCES-wide, group or team results based on State assessments	NYS Grades 3 and 4 ELA and Math Assessments

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

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

Measures in this section will be used for growth.

For grades K-2, school-wide measures based on the grades 3 and 4 NYS Math and ELA assessments will be used. For K-2 teachers, the following process to determine HEDI points and ratings will be utilized:

Using historical data of student performance on NYS grades 3 and 4 ELA and Math assessments, expected targets and all points on the HEDI were specifically established to assess and compare student growth in meeting and exceeding proficiency standards on the grade 3 and grade 4 ELA and Math State assessments for each elementary school. (The district will use the minimum rigor expectation for growth of proficiency level 3 or higher.)

Seeing that a weighted average ensures that every student's assessment score has the same impact and weight from year to year and from exam to exam, in addition to being the most

statically significant measure of center and allows one to easily identify and compare increases or decreases in student growth over time, the district will use a weighted average (as a percentage weighted based on the number of students taking each assessment) of all students meeting and exceeding the standard on the grades 3 and 4 State ELA and Math assessments to establish the central target cell (i.e., 17th cell) on the HEDI chart (see attached document -Tablefor2.11). Each building will have a unique weighted average score calculated from their specific student performance data based on students' grade 3 and grade 4 State ELA and Math assessments from the previous year.

The interval for the 17th cell (which reflects student growth meeting the established target as described above) was determined as follows: the weighted average was rounded up to the nearest integer to establish the upper – non-inclusive – number of the interval for the 17th cell. The lower – inclusive – number in the interval for the 17th cell was set by extrapolating the data backwards and comparing common points across buildings within the district to establish comparable HEDI ranges. For example, if the weighted average is 45.89% then the upper limit of the interval of the 17th cell would be: 46%. The lower limit would be established using comparative building data to produce an inclusive limit; for example: $44\% \leq x < 46\%$, where x represents the end-of-year metric for meeting the target that has been set. Note: the lower number in any cell's interval is inclusive ("included in the interval"); whereas the upper number in any cell is exclusive ("not part of the interval"). This ensures that all numeric values 0-100% are represented on the HEDI without interruption or overlap. The average will be weighted by the number of student taking each assessment in this measure.

The intervals for cells 18 through 20 (which reflect student growth exceeding the established target) were calculated using the upper number of the 17th cell as the lower – inclusive – number for the 18th cell. The data was once again extrapolated upwards to the maximum value of 20, which is 100%.

For the intervals for cells 0 through 16 (which reflects student growth falling below established target), the lower number of the 17th cell was used as the upper – exclusive – number for the 16th cell. The data was then extrapolated downward to the 0th cell; however, the 0th cell's lowest number will be 0%.

The following ranges apply for each HEDI level on all charts:
Highly Effective: Let X be the next year's score, then X is in the highly effective range if: $X \geq$ Lower Bound of the 18th cell
Effective: Let X be the next year's score, then X is in the effective range if: Upper Bound of the 17th cell $> X \geq$ Lower Bound of the 9th cell
Developing: Let X be the next year's score, then X is in the developing range if: Upper Bound of the 8th cell $> X \geq$ Lower Bound of the 3rd cell
Ineffective: Let X be the next year's score, then X is in the ineffective range if: Upper Bound of the 2nd cell $> X \geq 0$

These targets were set collaboratively by the District and building administrators. The targets were approved by District

administrators.

Grade 3:

Third grade teachers will develop teacher-specific SLO(s) based on their students' previous baseline data and academic history. Third grade teachers will work collaboratively with their principals during the SLO development process, and principals will approve the SLOs. The SLO targets are based upon individual student performance (individual student growth) for the third grade teacher's students on the grade 3 NYS ELA and/or math assessment.

For third grade teachers, the following HEDI will be used:

- 17 "effective" points will be earned for achieving the target exactly.
- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

See attached in 2.11

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).

Individual/Teacher-specific SLO(s):
81-100% of students meeting/exceeding their target will result in a highly effective score;

Group metric:

Let X be the next year's score, then X is in the highly effective range if: $X \geq$ Lower Bound of the 18th cell

See attached in 2.11

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

Individual/Teacher-specific SLO(s):
60-80% of students meeting/exceeding their target will result in an effective score;

Group metric:

Let X be the next year's score, then X is in the effective range if:
Upper Bound of the 17th cell $> X \geq$ Lower Bound of the 9th cell

See attached in 2.11

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

Individual/Teacher-specific SLO(s):
41-59% of students meeting/exceeding their target will result in a developing score;

Group metric:

Let X be the next year's score, then X is in the developing range if:
Upper Bound of the 8th cell $> X \geq$ Lower Bound of the 3rd cell

See attached in 2.11

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

Individual/Teacher specific SLO(s):
0-40% of students meeting/exceeding their target will result in an ineffective score;

Group metric:

Let X be the next year's score, then X is in the ineffective range if:

Upper Bound of the 2nd cell $> X \geq 0$

See attached in 2.11

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	Williamsville-Developed 6th Grade Science Assessment
7	District, regional or BOCES-developed assessment	Williamsville-Developed 7th Grade Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

Measures in this section will be used for growth.

Teachers of science in grades 6-8 will develop teacher-specific SLO targets based on their students' previous baseline data and academic history. Grades 6-8 science teachers will work collaboratively with their principals during the SLO development process, and principals will approve the SLOs. The SLO targets are based upon individual student performance (individual student growth). The grade 6 science teacher's SLO targets are based on their students' performance on the grade 6 Williamsville-developed local science assessment. The grade 7 science teacher's SLO targets are based on their students' performance on the grade 7 Williamsville-developed local science assessment. Grade 8 science teachers will utilize the grade 8 NYS science assessment, and their SLO targets will be based on their student's performance on this assessment. Growth will be demonstrated by the percentage of students (in the associated course and exam) achieving or exceeding the established performance targets.

The following HEDI will be used:

- 17 "effective" points will be earned for achieving the target exactly.
- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;

- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

Teachers will be assigned 0-20 points in the HEDI rating categories as identified on the attached charts in 2.11.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	81-100% of students meeting/exceeding their target will result in a highly effective score; See attached in 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	60-80% of students meeting/exceeding their target will result in an effective score; See attached in 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	41-59% of students meeting/exceeding their target will result in a developing score; See attached in 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-40% of students meeting/exceeding their target will result in an ineffective score; See attached in 2.11

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	Williamsville-Developed 6th Grade Social Studies Assessment
7	District, regional or BOCES-developed assessment	Williamsville-Developed 7th Grade Social Studies Assessment
8	District, regional or BOCES-developed assessment	Williamsville-Developed 8th Grade Social Studies Assessment

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

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.	Measures in this section will be used for growth. Teachers of social studies in grades 6-8 will develop teacher-specific SLO targets based on their students' previous baseline data and academic history. Grades 6-8 social studies teachers will work collaboratively with their principals during the SLO development process, and principals will approve the SLOs. The SLO targets are based upon individual student performance (individual student growth). The grade 6 social studies teacher's SLO targets are based on their students' performance on the grade 6 Williamsville-developed local social
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studies assessment. The grade 7 social studies teacher's SLO targets are based on their students' performance on the grade 7 Williamsville-developed local social studies assessment. The grade 8 social studies teacher's SLO targets are based on their students' performance on the grade 8 Williamsville-developed local social studies assessment. Growth will be demonstrated by the percentage of students (in the associated course and exam) achieving or exceeding the established performance targets.

The following HEDI will be used:

- 17 "effective" points will be earned for achieving the target exactly.
- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

Teachers will be assigned 0-20 points in the HEDI rating categories as identified on the attached charts in 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81-100% of students meeting/exceeding their target will result in a highly effective score;
	See attached in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	60-80% of students meeting/exceeding their target will result in an effective score;
	See attached in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	41-59% of students meeting/exceeding their target will result in a developing score;
	See attached in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-40% of students meeting/exceeding their target will result in an ineffective score;
	See attached in 2.11

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	School-/BOCES-wide group/team results based on State assessments	NYS Global History and Geography 2 Regents Assessment

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

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

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

Measures in this section will be used for growth.

For Global 1, school-wide measures based on the NYS Global 2 History and Geography Regents assessment will be used. A group metric will be used based on the percentage of students in the teacher's course meeting or exceeding their individual growth targets on the results of the NYS Global History and Geography 2 Regents assessment. Teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart in 2.11.

Global 2

American History

Global 2 and American History Teachers will develop teacher-specific SLO(s) based on their students' previous baseline data and academic history. Teachers will work collaboratively with their principals during the SLO development process, and principals will approve the SLOs. The SLO targets for teachers of Global 2 are based upon individual student performance (individual student growth) on the NYS Global History and Geography Regents assessment. The SLO targets for teachers of American History are based upon student performance (individual student growth) on the NYS United States History Regents assessment. Based on the percentage of students in the teacher's course meeting or exceeding the individual student growth target, teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart in 2.11.

For Global 1, Global 2, and American History teachers, the following HEDI will be used:

- 17 "effective" points will be earned for achieving the target exactly.
- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

Teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart in 2.11.

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

81-100% of students meeting/exceeding their target will result in a highly effective score;

See attached in 2.11

Effective (9 - 17 points) Results meet District goals for similar students.	60-80% of students meeting/exceeding their target will result in an effective score; See attached in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	41-59% of students meeting/exceeding their target will result in a developing score; See attached in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-40% of students meeting/exceeding their target will result in an ineffective score; See attached in 2.11

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Measures in this section will be used for growth. Teachers of the Science Regents courses (Living Environment, Earth Science, Chemistry, and Physics) will develop teacher-specific SLO(s) based on their students' previous baseline data and academic history. Teachers will work collaboratively with their principals during the SLO development process, and principals will approve the SLOs. The SLO targets for teachers of Living Environment are based upon individual student performance (individual student growth) on the NYS Living Environment Regents assessment. The SLO targets for teachers of Earth Science are based upon student performance (individual student growth) on the NYS Physical Setting/Earth Science Regents assessment. The SLO targets for teachers of Chemistry are based upon individual student performance (individual student growth) on the NYS Physical Setting/Chemistry Regents assessment. The SLO targets for teachers of Physics are based upon individual student performance (individual student growth) on the NYS Physical Setting/Physics Regents assessment. Based on the percentage of students in the teacher's class meeting or exceeding their
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individual growth target growth targets, teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart in 2.11.

For teachers of High School Science: Living Environment, Earth Science, Chemistry, and Physics, the following HEDI will be used:

- 17 “effective” points will be earned for achieving the target exactly.
- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

See attached in 2.11

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81-100% of students meeting/exceeding their target will result in a highly effective score;
	See attached in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	60-80% of students meeting/exceeding their target will result in an effective score;
	See attached in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	41-59% of students meeting/exceeding their target will result in a developing score; See attached in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-40% of students meeting/exceeding their target will result in an ineffective score; See attached in 2.11

2.8) High School Math Regents Courses

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

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

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

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

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

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

Measures in this section will be used for growth.

Teachers of the Math Regents courses (Algebra 1, Geometry, and Algebra 2/Trigonometry) will develop teacher-specific SLO(s) based on their students' previous baseline data and academic history. Teachers will work collaboratively with their principals during the SLO development process, and principals will approve the SLOs. The SLO targets for teachers of Algebra 1 are based upon the higher score of individual student performance (individual student growth) on the NYS Common Core Algebra 1 Regents assessment or the NYS Integrated Algebra Regents assessment (Note: Both exams will be administered to students in a Common Core course. Teachers will use the higher of the two assessment scores). The SLO targets for teachers of Geometry are based upon student performance (individual student growth) on the NYS Geometry Regents assessment. The SLO targets for teachers of Algebra 2/Trigonometry are based upon individual student performance (individual student growth) on the NYS Algebra 2/Trigonometry Regents assessment. Based on the percentage of students in the teacher's class meeting or exceeding their individual growth targets, teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart in 2.11. Note: For teachers of math Regents courses at the middle school level, if 50% or more of the teacher's students across grade/course sections take the grade appropriate State Common Core Assessment in Mathematics and the teacher meets the minimum "n" size requirement, then the teacher will receive a State-provided growth score based on the grade appropriate State Common Core Assessment in Mathematics, as applicable. If fewer than 50% of the teacher's students take the Grade 7 and/or 8 NYS Common Core Assessment in Mathematics and/or the teacher does not meet the minimum "n" size requirement, then SLOs will be developed as the comparable growth measures following all State SLO rules. Teachers will work collaboratively with their principals during the SLO development process, and principals will approve the SLOs. Baseline data will be used to develop individual growth targets. HEDI points will be assigned based on students who meet or exceed their individual growth targets.

For teachers of Algebra 1, Geometry, and Algebra 2/Trig, the following HEDI will be used:

- 17 "effective" points will be earned for achieving the target exactly.
- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

Teachers will be assigned 0-20 points in the HEDI rating categories as identified on the attached charts in 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81-100% of students meeting/exceeding their target will result in a highly effective score; See attached in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	60-80% of students meeting/exceeding their target will result in an effective score; See attached in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	41-59% of students meeting/exceeding their target will result in a developing score; See attached in 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-40% of students meeting/exceeding their target will result in an ineffective score; See attached in 2.11

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	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents Assessment
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	NYS Comprehensive English Regents Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Measures in this section will be used for growth. Grades 9 and 10 ELA For grade 9 ELA and grade 10 ELA, school-wide measures based on the NYS Comprehensive English Regents assessment will be used. (Note: Only the NYS Comprehensive English Regents assessment will be administered.) Using students' prior academic history as a baseline, the district in partnership with HS ELA grade 11 teachers will set growth
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targets for students taking the NYS Comprehensive English Regents assessment. District administrators will approve the targets. A group metric will be used based on the percentage of students school-wide meeting or exceeding the targets on the results of the NYS Comprehensive English Regents assessment. Based on these results (percentage of all students in the school in grade 11 ELA meeting or exceeding their individual growth targets), teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart in 2.11.

Grade 11 ELA

Grade 11 ELA teachers will develop teacher-specific SLO(s) based on their students' previous baseline data and academic history. Teachers will work collaboratively with their principals during the SLO development process, and principals will approve the SLOs. The SLO targets for teachers of Grade 11 ELA are based upon individual student performance (individual student growth) on the NYS Comprehensive English Regents assessment. Based on the percentage of students in the teacher's class meeting or exceeding their individual student growth target, teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart in 2.11. (Note: Only the NYS Comprehensive English Regents assessment will be administered.)

For grades 9-11 ELA teachers, the following HEDI will be used:
 •17 "effective" points will be earned for achieving the target exactly.

- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

Teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart in 2.11.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	81-100% of students meeting/exceeding their target will result in a highly effective score;
	See attached in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	60-80% of students meeting/exceeding their target will result in an effective score;
	See attached in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	41-59% of students meeting/exceeding their target will result in a developing score;
	See attached in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-40% of students meeting/exceeding their target will result in an ineffective score;
	See attached in 2.11.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
All other teachers in K-4 buildings not named above (except gr 4 science)	School/BOCES-wide/group/team results based on State	NYS Grades 3 and 4 ELA and Math Assessment
All other teachers in 5-8 buildings not named above	School/BOCES-wide/group/team results based on State	Composite of NYS Grades 5-8 ELA and Math Assessments
All other teachers in 9-12 buildings and AIM not named above	School/BOCES-wide/group/team results based on State	Composite of all Regents Assessments given
Teachers of AP courses	School/BOCES-wide/group/team results based on State	Composite of all Regents Assessments given
Grade 4 Science	State Assessment	NYS Grade 4 Science Assessment
ESL K-8 (push in/pull out)	School/BOCES-wide/group/team results based on State	NYS Course-specific ELA and Math Assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Measures in this section will be used for growth. For all other teachers listed above, please see attached in 2.11
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Individual/Teacher-specific SLO(s): 81-100% of students meeting/exceeding their target will result in a highly effective score; Group metric: Let X be the next year's score, then X is in the highly effective range if: $X \geq$ Lower Bound of the 18th cell See attached in 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	Individual/Teacher-specific SLO(s): 60-80% of students meeting/exceeding their target will result in an effective score; Group metric: Let X be the next year's score, then X is in the effective range if: Upper Bound of the 17th cell $> X \geq$ Lower Bound of the 9th cell See attached in 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	Individual/Teacher-specific SLO(s): 41-59% of students meeting/exceeding their target will result in a developing score; Group metric: Let X be the next year's score, then X is in the developing range if: Upper Bound of the 8th cell $> X \geq$ Lower Bound of the 3rd cell

See attached in 2.11

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

Individual/Teacher specific SLO(s):
0-40% of students meeting/exceeding their target will result in an ineffective score;

Group metric:

Let X be the next year's score, then X is in the ineffective range if:

Upper Bound of the 2nd cell $> X \geq 0$

See attached in 2.11

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/12186/575610-TXEttx9bQW/2.11 summary_8.docx

2.12) Locally Developed Controls

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

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

All (appropriate targets) will consider past performance results, trend data, and baseline information specific to all students, including students with disabilities and English language learners as reflected in the data.

No additional points will be awarded and no additional controls will be utilized when assigning HEDI points.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

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. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.

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

Measures based on:

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

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

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

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

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

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Reading Enterprise
5	6(ii) School wide measure computed locally	STAR Reading Enterprise
6	6(ii) School wide measure computed locally	Scholastic Reading Inventory
7	6(ii) School wide measure computed locally	Scholastic Reading Inventory
8	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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.

<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 3.3, below.</p>	<p>Measures in this section will be used for achievement.</p> <p>HEDI points will reflect the percentage of students school-wide in that grade level who meet or exceed their individual achievement target.</p> <p>Using baseline data, the district in partnership with the Williamsville Teachers Association will set individual student achievement targets.</p> <p>A corresponding 0 - 20 HEDI score will result, and the following will be used to determine the points earned by the teacher:</p> <ul style="list-style-type: none"> •17 “effective” points will be earned for achieving the target exactly. •81-100% of students meeting/exceeding their target will result in a highly effective score; •60-80% of students meeting/exceeding their target will result in an effective score; •41-59% of students meeting/exceeding their target will result in a developing score; •0-40% of students meeting/exceeding their target will result in an ineffective score. <p>Teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart in 3.3.</p> <p>Teachers will be assigned HEDI scores on a 0-15 point scale upon implementation of a value-added measure.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>81-100% of students meeting/exceeding their target will result in a highly effective score;</p> <p>See attached in 3.3.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>60-80% of students meeting/exceeding their target will result in an effective score;</p> <p>See attached in 3.3.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>41-59% of students meeting/exceeding their target will result in a developing score;</p> <p>See attached in 3.3.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-40% of students meeting/exceeding their target will result in an ineffective score;</p> <p>See attached in 3.3.</p>

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Math Enterprise
5	6(ii) School wide measure computed locally	NYS Common Core Algebra 1 Regents Assessment and NYS Integrated Algebra Regents Assessment
6	6(ii) School wide measure computed locally	NYS Common Core Algebra 1 Regents Assessment and NYS Integrated Algebra Regents Assessment
7	6(ii) School wide measure computed locally	NYS Common Core Algebra 1 Regents Assessment and NYS Integrated Algebra Regents Assessment
8	6(ii) School wide measure computed locally	NYS Common Core Algebra 1 Regents Assessment and NYS Integrated Algebra Regents Assessment

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

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

<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 3.3, below.</p>	<p>Measures in this section will be used for achievement.</p> <p>Grade 4 (ES)</p> <p>HEDI points will reflect the percentage of students school-wide in that grade level who meet or exceed their individual achievement target.</p> <p>Using baseline data, the district in partnership with the Williamsville Teachers Association will set individual student achievement targets.</p> <p>A corresponding 0 - 20 HEDI score will result, and the following will be used to determine the points earned by the teacher:</p> <ul style="list-style-type: none"> •17 “effective” points will be earned for achieving the target exactly. •81-100% of students meeting/exceeding their target will result in a highly effective score; •60-80% of students meeting/exceeding their target will result in an effective score; •41-59% of students meeting/exceeding their target will result in a developing score; •0-40% of students meeting/exceeding their target will result in an ineffective score. <p>Grades 5-8 (MS)</p>
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School-wide measures based on the NYS Common Core Algebra 1 Regents Assessment or NYS Integrated Algebra Regents Assessment (higher score) will be used. (Note: Both exams will be administered to students in a Common Core class. Teachers will use the higher of the two assessment scores.)

So long as the applicable ESEA waiver remains in effect, the NYS Common Core Algebra I Regents will be administered to accelerated 8th grade students housed in the 5-8 buildings.

Using students' prior academic history as a baseline, the district in partnership with teachers will set school-wide based on the NYS Common Core Algebra 1 Regents Assessment and NYS Integrated Algebra Regents Assessment. District administrators will approve these targets. HEDI points will reflect the percentage of students school-wide meeting or exceeding the school-wide achievement target on the results of the NYS Algebra 1 Regents Assessment or NYS Integrated Algebra Regents Assessment (higher score will be used).

The following HEDI will be used:

- 17 “effective” points will be earned for achieving the target exactly.
- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

Teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart in 3.3.

Note: Algebra Regents exams are administered to students in the 5-8 buildings.

See attached in 3.3

Teachers will be assigned HEDI scores on a 0-15 point scale upon implementation of a value-added measure.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting/exceeding their target will result in a highly effective score; See attached file in 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-80% of students meeting/exceeding their target will result in an effective score; See attached in 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-59% of students meeting/exceeding their target will result in a developing score; See attached in 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting/exceeding their target will result in an ineffective score; See attached in 3.3

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/12149/575611-rhJdBgDruP/3.3.docx

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

3.4) Grades K-3 ELA

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

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

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.

<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>Measures in this section will be used for achievement.</p> <p>HEDI points will reflect the percentage of students school-wide in that grade level who meet or exceed their individual achievement target.</p> <p>Using baseline data, the district in partnership with the Williamsville Teachers Association will set individual student achievement targets.</p> <p>A corresponding 0 - 20 HEDI score will result, and the following will be used to determine the points earned by the teacher:</p> <ul style="list-style-type: none"> •17 “effective” points will be earned for achieving the target exactly. •81-100% of students meeting/exceeding their target will result in a highly effective score; •60-80% of students meeting/exceeding their target will result in an effective score; •41-59% of students meeting/exceeding their target will result in a developing score; •0-40% of students meeting/exceeding their target will result in an ineffective score. <p>Teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart in 3.13.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for</p>	<p>81-100% of students meeting/exceeding their target will result in a highly effective score;</p>

grade/subject.	See attached in 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-80% of students meeting/exceeding their target will result in an effective score; See attached in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-59% of students meeting/exceeding their target will result in a developing score; See attached in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting/exceeding their target will result in an ineffective score; See attached in 3.13

3.5) Grades K-3 Math

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Measures in this section will be used for achievement.</p> <p>Measures in this section will be used for achievement.</p> <p>HEDI points will reflect the percentage of students school-wide in that grade level who meet or exceed their individual achievement target.</p> <p>Using baseline data, the district in partnership with the Williamsville Teachers Association will set individual student achievement targets.</p> <p>A corresponding 0 - 20 HEDI score will result, and the following will be used to determine the points earned by the teacher:</p> <ul style="list-style-type: none"> •17 “effective” points will be earned for achieving the target exactly.
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- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

Teachers will be assigned 0-20 points in the HEDI rating categories as identified in the chart in 3.13.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting/exceeding their target will result in a highly effective score; See attached in 3.13
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-80% of students meeting/exceeding their target will result in an effective score; See attached in 3.13
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	41-59% of students meeting/exceeding their target will result in a developing score; See attached in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting/exceeding their target will result in an ineffective score; See attached in 3.13

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Williamsville-Developed 6th Grade Science Assessment
7	6(ii) School wide measure computed locally	Williamsville-Developed 7th Grade Science Assessment
8	3) Teacher specific achievement or growth score computed locally	NYS Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Measures in this section will be used for achievement. Using students' prior academic history as a baseline, the district in partnership with teachers will set course-wide targets based on the following assessments: Grade 6 science: Williamsville-created Science Assessment
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Grade 7 science: Williamsville-created Science Assessment

District administrators will approve these targets. HEDI points will reflect the percentage of students course-wide meeting or exceeding the course-wide target on the results of the aforementioned assessments (each grade level as specified).

Grade 8 science: NYS Grade 8 Science Assessment

Using students' academic history as a baseline, the District in partnership with teachers will set achievement targets using the NYS Grade 8 Science Assessment.

The following HEDI will be used:

- 17 “effective” points will be earned for achieving the target exactly.
- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

Teachers will be assigned 0-20 points in the HEDI rating categories as identified on the attached charts in 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting/exceeding their target will result in a highly effective score; See attached in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-80% of students meeting/exceeding their target will result in an effective score; See attached in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-59% of students meeting/exceeding their target will result in a developing score; See attached in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting/exceeding their target will result in an ineffective score; See attached in 3.13

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	Scholastic Reading Inventory
7	5) District, regional, or BOCES–developed assessments	Williamsville-Developed 7th Grade Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Williamsville-Developed 8th Grade Social Studies Assessment

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

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

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

Measures in this section will be used for achievement.

Grade 6

Measures in this section will be used for achievement.

HEDI points will reflect the percentage of students school-wide in that grade level who meet or exceed their individual achievement target.

Using baseline data, the district in partnership with the Williamsville Teachers Association will set individual student achievement targets.

A corresponding 0 - 20 HEDI score will result, and the following will be used to determine the points earned by the teacher:

- 17 “effective” points will be earned for achieving the target exactly.
- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

Teachers will be assigned 0-20 points in the HEDI rating categories as identified on the attached charts in 3.13.

Grade 7 and 8

Using students’ prior academic history as a baseline, the district in partnership with teachers will set individual achievement targets based on the following assessments:

Grade 7 social studies: Williamsville-created Social Studies Assessment

Grade 8 social studies: Williamsville-created Social Studies Assessment

District administrators will approve these targets.

Social studies teachers will receive a HEDI score based on the students in the teacher's class who meet or exceed their individual achievement targets.

The following HEDI will be used:

- 17 “effective” points will be earned for achieving the target exactly.
- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

Teachers will be assigned 0-20 points in the HEDI rating categories as identified on the attached charts in 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting/exceeding their target will result in a highly effective score; See attached in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-80% of students meeting/exceeding their target will result in an effective score; See attached in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-59% of students meeting/exceeding their target will result in a developing score; See attached in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting/exceeding their target will result in an ineffective score; See attached in 3.13

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Global History and Geography 2 Regents Assessment
Global 2	6(ii) School wide measure computed locally	NYS Global History and Geography Regents 2 Assessment
American History	6(ii) School wide measure computed locally	NYS United States History and Government Regents Assessment

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

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

<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>Measures in this section will be used for achievement.</p> <p>Using students' prior academic history as a baseline, the district in partnership with teachers will set individual achievement targets based on the following assessments:</p> <p>Global 1: NYS Global History and Geography 2 Regents Assessment Global 2: NYS Global History and Geography 2 Regents Assessment American History: NYS United States History and Government Regents Exam</p> <p>District administrators will approve these targets.</p> <p>HEDI points will reflect the percentage of students in all sections of each course meeting or exceeding their achievement targets on the results of the aforementioned assessments (each grade level as specified).</p> <p>The following HEDI will be used:</p> <ul style="list-style-type: none"> •17 "effective" points will be earned for achieving the target exactly. •81-100% of students meeting/exceeding their target will result in a highly effective score; •60-80% of students meeting/exceeding their target will result in an effective score; •41-59% of students meeting/exceeding their target will result in a developing score; •0-40% of students meeting/exceeding their target will result in an ineffective score. <p>Teachers will be assigned 0-20 points in the HEDI rating categories as identified on the attached charts in 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>81-100% of students meeting/exceeding their target will result in a highly effective score;</p> <p>See attached in 3.13</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>60-80% of students meeting/exceeding their target will result in an effective score;</p> <p>See attached in 3.13</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>41-59% of students meeting/exceeding their target will result in a developing score;</p> <p>See attached in 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-40% of students meeting/exceeding their target will result in an ineffective score;</p> <p>See file in 3.13</p>

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Group metric based on all NYS Science Regents Assessments: NYS Living Environment Regents Assessment; NYS Earth Science Regents Assessment; NYS Chemistry Regents Assessment; NYS Physics Regents Assessment
Earth Science	6(ii) School wide measure computed locally	Group metric based on all NYS Science Regents Assessments: NYS Living Environment Regents Assessment; NYS Earth Science Regents Assessment; NYS Chemistry Regents Assessment; NYS Physics Regents Assessment
Chemistry	6(ii) School wide measure computed locally	Group metric based on all NYS Science Regents Assessments: NYS Living Environment Regents Assessment; NYS Earth Science Regents Assessment; NYS Chemistry Regents Assessment; NYS Physics Regents Assessment
Physics	6(ii) School wide measure computed locally	Group metric based on all NYS Science Regents Assessments: NYS Living Environment Regents Assessment; NYS Earth Science Regents Assessment; NYS Chemistry Regents Assessment; NYS Physics Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Measures in this section will be used for achievement.</p> <p>Using students' prior academic history as a baseline, the district in partnership with teachers will set individual achievement targets based on the following assessments:</p> <p>Living Environment: NYS Living Environment Regents Exam Earth Science: NYS Earth Science Regents Exam Chemistry: NYS Chemistry Regents Exam Physics: NYS Physics Regents Exam</p> <p>District administrators will approve these targets.</p> <p>HEDI points will reflect the percentage of all students in the building meeting or exceeding their achievement targets on the results of all of the four science Regents assessments given in the building.</p> <p>The following HEDI will be used: •17 "effective" points will be earned for achieving the target exactly.</p>
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- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

Teachers will be assigned 0-20 points in the HEDI rating categories as identified on the attached charts in 3.13.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting/exceeding their target will result in a highly effective score; See attached in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-80% of students meeting/exceeding their target will result in an effective score; See attached in 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-59% of students meeting/exceeding their target will result in a developing score; See attached in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting/exceeding their target will result in an ineffective score; See attached in 3.13

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Common Core Algebra 1 Regents Assessment and NYS Integrated Algebra Regents Assessment
Geometry	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment
Algebra 2	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment

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

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

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

<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>Measures in this section will be used for achievement.</p> <p>Using students' prior academic history as a baseline, the district in partnership with teachers will set individual achievement targets based on the following assessments:</p> <p>Algebra 1: NYS Common Core Algebra 1 Regents Assessment/NYS Integrated Algebra Regents Geometry: NYS Geometry Regents Assessment Algebra 2: NYS Geometry Regents Assessment</p> <p>(Note: The higher score on the NYS Common Core Algebra 1 Regents assessment and the NYS Integrated Algebra Regents assessment will be used. Both exams will be administered to students in a Common core course, as appropriate.)</p> <p>District administrators will approve these targets.</p> <p>HEDI points will reflect the percentage of students in all sections of each course meeting or exceeding their achievement targets on the results of the aforementioned assessments.</p> <p>The following HEDI will be used:</p> <ul style="list-style-type: none"> •17 "effective" points will be earned for achieving the target exactly. •81-100% of students meeting/exceeding their target will result in a highly effective score; •60-80% of students meeting/exceeding their target will result in an effective score; •41-59% of students meeting/exceeding their target will result in a developing score; •0-40% of students meeting/exceeding their target will result in an ineffective score. <p>Teachers will be assigned 0-20 points in the HEDI rating categories as identified on the attached charts in 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>81-100% of students meeting/exceeding their target will result in a highly effective score;</p> <p>See attached in 3.13</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>60-80% of students meeting/exceeding their target will result in an effective score;</p> <p>See attached in 3.13</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>41-59% of students meeting/exceeding their target will result in a developing score;</p> <p>See attached in 3.13</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-40% of students meeting/exceeding their target will result in an ineffective score;</p> <p>See attached in 3.13</p>

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment (only)
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment (only)
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment (only)

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

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Measures in this section will be used for achievement. Note: Only the NYS Comprehensive English Regents Assessment will be used.</p> <p>Using students' prior academic history as a baseline, the district in partnership with teachers will set individual student achievement targets based on the following assessments:</p> <p>Grade 9: NYS Comprehensive English Regents Assessment (only) Grade 10: NYS Comprehensive English Regents Assessment (only) Grade 11: NYS Comprehensive English Regents Assessment (only)</p> <p>District administrators will approve these targets.</p> <p>HEDI points will reflect the percentage of students in all sections of grade 11 English meeting or exceeding their achievement targets on the results of the Grade 11: NYS Comprehensive English Regents Assessment.</p> <p>The following HEDI will be used: •17 "effective" points will be earned for achieving the target</p>
--	---

- exactly.
- 81-100% of students meeting/exceeding their target will result in a highly effective score;
 - 60-80% of students meeting/exceeding their target will result in an effective score;
 - 41-59% of students meeting/exceeding their target will result in a developing score;
 - 0-40% of students meeting/exceeding their target will result in an ineffective score.

Teachers will be assigned 0-20 points in the HEDI rating categories as identified on the attached charts in 3.13.

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting/exceeding their target will result in a highly effective score; See attached in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-80% of students meeting/exceeding their target will result in an effective score; See attached in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-59% of students meeting/exceeding their target will result in a developing score; See attached in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting/exceeding their target will result in an ineffective score; See attached in 3.13

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art--Grades Kindergarten-4	6(ii) School wide measure computed locally	Williamsville-Developed Grade 4 Art Assessment
Art--Grades 5-8	6(ii) School wide measure computed locally	Williamsville-Developed Grade 8 Art Assessment
Art--Grades 9-12	6(ii) School wide measure computed locally	NYS Global Studies Regents 2 Assessment
Keyboarding--Grade 5	5) District/regional/BOCES--developed	Williamsville-Developed Keyboarding Assessment
Accounting I	5) District/regional/BOCES--developed	Williamsville-Developed Accounting I Assessment
Accounting II	5) District/regional/BOCES--developed	Williamsville-Developed Accounting II Assessment
Advanced Microsoft Applications	5) District/regional/BOCES--developed	Williamsville-Developed Advanced Microsoft Applications Assessment

Advertising and Media Relations	5) District/regional/BOCES–developed	Williamsville-Developed Advertising and Media Relations Assessment
Business and Personal Law	5) District/regional/BOCES–developed	Williamsville-Developed Business and Personal Law Assessment
College and Career Communications	5) District/regional/BOCES–developed	Williamsville-Developed College and Career Communications Assessment
Entrepreneurship	5) District/regional/BOCES–developed	Williamsville-Developed Entrepreneurship Assessment
Personal Finance	5) District/regional/BOCES–developed	Williamsville-Developed Finance Assessment
Introduction to Business/Study Skills	5) District/regional/BOCES–developed	Williamsville-Developed Introduction to Business/Study Skills Assessment
Microsoft Office Applications and Keyboarding	5) District/regional/BOCES–developed	Williamsville-Developed Microsoft Applications and Keyboarding Assessment
Principles of Marketing	5) District/regional/BOCES–developed	Williamsville-Developed Principles of Marketing Assessment
Youth Leadership	5) District/regional/BOCES–developed	Williamsville-Developed Youth Leadership Assessment
AP English Language	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment
AP English Literature	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment
Creative Writing	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment
ESL	6(ii) School wide measure computed locally	NYSESLAT

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Measures in this section will be used for achievement. With the overall goal to advance student achievement on an individual, school, and district level, using students' prior academic history as a baseline, the district in partnership with teachers will set course-wide targets based on the assessment articulated in this section and on the chart provided in 3.12.
---	--

District administrators will approve these targets. HEDI points will reflect the percentage of students class-wide meeting or exceeding the class-wide target on the results of the aforementioned assessments. Teachers will be assigned 0-20 points in the HEDI rating categories based on the percentage of students in their class who meet or exceed the established target. Note: HEDI points for school-wide or group wide measures reflect the percentage of all students (inclusive of all teachers teaching that course which ends in a common assessment) who meet or exceed the course-wide target on the results of the aforementioned assessments (each course or grade level as specified).

The following HEDI will be used:

- 17 “effective” points will be earned for achieving the target exactly.
- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

Teachers will be assigned 0-20 points in the HEDI rating categories as identified on the attached charts in 3.13.

Note: The higher score of individual student performance on the NYS Common Core Algebra 1 Regents assessment or the NYS Integrated Algebra Regents assessment will be used by teachers. Both exams will be administered to students in a Common Core course, as appropriate. For HS ELA, only the NYS Comprehensive English Regents assessment will be administered.)

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting/exceeding their target will result in a highly effective score;
	See attached in 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-80% of students meeting/exceeding their target will result in an effective score;
	See attached file in 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-59% of students meeting/exceeding their target will result in a developing score;
	See attached in 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting/exceeding their target will result in an ineffective score;
	See attached in 3.13

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)

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/12149/575611-y92vNseFa4/3.13 summary_1.docx

3.14) Locally Developed Controls

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

All (appropriate targets) will consider past performance results, trend data, and baseline information specific to all students, including students with disabilities and English language learners as reflected in the data.

No additional points will be awarded and no additional controls will be utilized when assigning HEDI points.

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.

Teachers with more than one measure will have a HEDI score calculated using weighted average of their measures based on the number/percentage of students in each measure.

Standard rounding rules will apply when HEDI scores end in a decimal. Rounding will not cause a teacher to move between scoring bands.

3.16) Assurances

Please check all of the boxes below:

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

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

4. Other Measures of Effectiveness (Teachers)

Created Tuesday, April 30, 2013

Updated Tuesday, February 25, 2014

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.)

Thoughtful Classroom Teacher Effectiveness Framework

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

If you checked "no" above, fill in the group of teachers covered by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
--	----

One or more observation(s) by trained independent evaluators	
--	--

Observations by trained in-school peer teachers	
---	--

Feedback from students using State-approved survey tool	
---	--

Feedback from parents/caregivers using State-approved survey tool	
---	--

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Teachers appraised in this area will be evaluated through the use of the Silver and Strong Thoughtful Classroom Rubric. In this section, all (up to 60) points will be earned by the teacher using this tool.

Teachers will be evaluated in each of the ten rubric categories and assigned a score out of 4. Each dimensions/cornerstone will be examined holistically and a score (1-4 points) will be earned for that area by the teacher. Analysis of classroom observation

documentation (derived from all observations conducted) as well as evidence and artifacts of professional practice obtained during the evaluation process by the evaluator (e.g., student work illustrating a particular standard observed during the observation) contribute to the holistic score for each domain.

During each observation, while a 1-4 score will not be assigned until all observations are completed and evidence collected, the score assigned is aligned to each dimension of the rubric. The practice observed is matched to the rubric and aligned to the rating categories.

The 1-4 scores for each dimension/cornerstone are assigned based on all observation ratings and the evidence gathered. A summative total of all ten subscores is calculated (one for each of the dimensions/cornerstones). Subsequently, these subscores will be totaled for a score out of 40, and the attached table will be used to convert the 40-point rubric to a 60-point score. This will then associate to the appropriate HEDI rating as articulated in the attached file in 4.5.

Note: When rounding, routine rounding rules apply. However, in compliance with the APPR guidance provided by NYSED, the District will ensure that rounding will not result in a teacher moving from one HEDI rating category to another. If rounding up would result in the teacher moving from one HEDI rating category to a higher rating category, the number must be rounded down.

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

[assets/survey-uploads/12179/575612-eka9yMJ855/rubricalign-teachers.xlsx](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The teacher exceeds the standards and applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning. The scores for this category range from 59-60 (a rubric conversion from 35-40).
Effective: Overall performance and results meet NYS Teaching Standards.	The teacher applies relevant instructional practices that have a positive impact on student learning. The scores for this category range from 57-58 (a rubric conversion from 30-34).
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased. The scores for this category range from 46-56 (a rubric conversion from 20-29).
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The practices are not being used or need reconsideration because they are not having their intended effects on student learning. The scores for this category range from 0-45 (a rubric conversion from 10-19).

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	46-56
Ineffective	0-45

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
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

Formal/Long	1
Informal/Short	1
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 Tuesday, April 30, 2013

Updated Thursday, November 21, 2013

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.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	46-56
Ineffective	0-45

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

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

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

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

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Monday, February 24, 2014

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/575614-Df0w3Xx5v6/WCSD TIP.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

Appeals Process

1. Composition of Hearing Panel

- 4 members: 2 administrators and 2 members of WTA.
- All members on panel must have tenure.
- WTA/District will train members on policies and procedures of hearing panel and appraisal process.
- WTA will recruit a pool of 6-9 teachers to serve. (2-3 members per instructional level).
- District will recruit a pool of 6-9 administrators to serve. (2-3 administrators per instructional level).
- The Superintendent for HR and WTA President will jointly agree on the panel members and attempt to match levels to those appeals being heard.

2. Charge of Hearing Panel

- Act as an impartial arbiter to determine: 1) if the appraisal process has been properly applied in the evaluation of a WTA member and 2) if a WTA member has been accurately and fairly assessed in their annual evaluation.
- Criteria for appeal:
 - o (1) the school district's adherence to the standards and methodologies required for such reviews;
 - o (2) the adherence to the Commissioner's regulations, as applicable to such reviews;
 - o (3) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and
 - o (4) the school district's issuance and/or implementation of the terms of the teacher or principal improvement plan under Education Law §3012-c.

3. Hearing Panel Procedures

- WTA member may initiate the hearing panel process if said member has received an evaluation rating of developing or ineffective. (This would be on the pre-text that a rating of effective would not be used to determine another position like Team Leader).
- The timeline for the appeals process: The appeal process will be triggered when the teacher receives his or her composite score (due to principals and teachers no later than September 1).
- If a member is not satisfied with their final annual appraisal, he or she may request a meeting of the hearing panel no later than one calendar week after the receipt of the score. The member has until 10 calendar days from receipt to submit any pertinent evidence or materials. If a teacher has and wishes to appeal the issuance of a Teacher in Need of Improvement Plan, this must be done in writing within 10 days from the issuance of the improvement plan. If the teacher wishes to file an appeal based upon the failure of the district to implement the items/requirements of the TIP, they must do so in writing within 10 days from each alleged failure to implement the particular part of the plan.
- Hearing panels will be held in the following weeks.
- When the panel convenes, it shall have the opportunity to question the member and the member's evaluator while both parties are present in the room. Once the panel has asked its questions, both parties will be given the opportunity to share anything they feel should be included but wasn't the subject of a question.
- The President of the WTA, or his or her representative, and the Assistant Superintendent for Human Resources or Assistant Superintendent for Instruction will observe the meeting as non-participants to validate the correctness of the proceedings.
- The hearing panel shall discuss and debate the information presented by the member and the evaluator as well as written documentation received.
- The hearing panel shall strive to reach consensus on all matters before them. However, if a majority decision cannot be reached after one hour of discussion, the Assistant Superintendent for Human Resources or the Assistant Superintendent for Instruction, whichever has been present for the hearing, shall make the final decision.
- The Assistant Superintendent for Human Resources shall notify both parties of the decision within 30 calendar days of teacher's receipt of their composite scores. If the hearing panel reaches a majority decision, the teacher will be notified of the final decision within 30 calendar days of receiving their composite score.

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

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

Certification of Williamsville Central School District Evaluators

All evaluators and lead evaluators will be trained in the following nine elements contained in 30-2.9 of the Rules of the Board of Regents:

Certification Criteria and Current State or Plan for Implementation

1. NYS Teaching Standards and the ISLLC, 2008 Leadership Standards

- NYS Teaching Standards trainings have been held in all building with administrators present and participating.
- All administrators have been trained in the ISLLC Standards; new administrators will be trained, as needed.

2. Evidence-based observation techniques

- All administrators have been provided with training on evidence-based observation techniques.
- Professional development for the Thoughtful Classroom Framework is planned to occur on an ongoing basis throughout the school year and summer.
- Professional development also will be provided by District personnel through the District professional development program. (Training for teacher evaluators includes approximately 14 hours of training in sessions that span from 2.5-6 hours in length.)

3. Application and use of the student growth and value-added growth model

- A two-hour training module based on information provided by NYSED has been presented to all administrators.

4. Application and use of State-approved teacher/principal rubrics

- Thoughtful Classroom Rubric training for teacher evaluation occurs throughout the year. This includes sessions for all teacher evaluators, as well as onsite, building-based support for TCTEF implementation provided by a consultant or District staff. (Training for teacher evaluators includes approximately 14 hours of training in sessions that span from 2.5-6 hours in length.)
- Training has already occurred for the Marshall Principal Evaluation Rubric, and training will continue to occur annually (a minimum of 8 hours).

Inter-rater reliability has been and continues to be a significant component of the Thoughtful Classroom Rubric training. The training group has worked to view video clips of classroom instruction, apply the rubric, discuss observations based on evidence, and to translate rubric results into appropriate ratings. Both similarities and differences were discussed in detail. Any differences in ratings were discussed as the groups worked to build consensus by discussing the observable evidence from classroom instruction that supported that particular area of the rubric.

A similar process is utilized in follow-up professional development sessions as well as in District trainings with District personnel. This will continue to be an area of emphasis all year as a multitude of training opportunities and meetings will be used to continue in efforts to enhance and ensure inter-rater reliability among evaluators. (Principals meet monthly at level meetings for a minimum of 2 hours, a portion of which is dedicated to the NYS Reform Agenda.)

5. Application and use of any assessment tools you intend to use (e.g., portfolios, surveys, goals)

- All principals and District administrators (instruction and special education) have had extensive training in the use of SLOs and have participated in all local decisions. No assessment tools have been selected that require additional training in their application or use.

6. Application and use of any State-approved locally developed measures of student achievement you intend to use

- Renaissance Learning STAR Early Literacy Enterprise, STAR Reading Enterprise, STAR Math Enterprise, and the Scholastic Reading Inventory assessments are the only State-approved third party assessments that will require training. Administrators and teachers have received training on their use and the reports generated from these tools.
- Additional support will be provided throughout the year, as needed.

7. Use of the Statewide Instructional Reporting System

- Principals are receiving ongoing updates from the Office of Instruction and the Office of Technology Services on the information provided by NYSED regarding the Instructional Reporting System; these will continue to be incorporated routinely into District-level Principals Meetings.

8. The scoring methodology used by the department and/or your district

- All principals and District administrators, as well as the Williamsville Teachers Association (WTA) and the Williamsville Administrators Association (WAA), have and will continue to participate or have input (as appropriate) in the these decisions that relate to APPR.

9. Specific considerations in evaluating teachers and principals of English language learners

- There is a District emphasis on best practices for ELL and SWD for curriculum, instruction, and assessment. This focus on these three inter-related areas is incorporated into all aspects of District work, including data team work, which will be considered in teacher evaluations.
- The decision to use an adaptive assessment in ELA and Math (at certain levels) for the locally-selected measure of student achievement will assist in generating data to support ELL and SWD learners.
- Assessment targets will be developed which consider the performance of ELL and SWD.

The certification and re-certification process will contain the same elements. A year-long menu of professional development will include dedicated training sessions, principals meetings (by level and K-12), and individual assistance, as needed (see above). The Superintendent will certify the lead evaluators.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

-
- Checked
-

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Monday, February 24, 2014

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.

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

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

5-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4	State assessment	NYS Grades 3 and 4 ELA and Math Assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.

For K-4 buildings:

The principals in collaboration with the assistant superintendent for instruction will set individual student growth targets using baseline data. The SLO targets are based upon individual student performance (individual student growth) on the grade 3 NYS ELA and NYS math assessment.

At third grade, the following HEDI and chart (in 7.3) will be used:

- 17 “effective” points will be earned for achieving the target exactly.
- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

The K-4 building principals who meet the NYSED criteria for doing so are expected to receive State-Provided Growth Scores based on the 4th Grade NYS Math and ELA Assessments.

The HEDI score are based on student results for that school on the NYS Grade 3 Math and ELA assessments combined with the State-Provided Growth Score from the 4th Grade NYS Math and ELA Assessments weighted proportionally based on the number of students within each SLO to result in a single HEDI score.

See attached in 7.3

Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).

The HEDI score are based on student results for that school on the NYS Grade 3 Math and ELA assessments combined with the State-Provided Growth Score from the 4th Grade NYS Math and ELA Assessments weighted proportionally based on the number of students within each SLO to result in a single HEDI score.

See attached in 7.3

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

The HEDI score are based on student results for that school on the NYS Grade 3 Math and ELA assessments combined with the State-Provided Growth Score from the 4th Grade NYS Math and ELA Assessments weighted proportionally based on the number of students within each SLO to result in a single HEDI score.

See attached in 7.3

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

The HEDI score are based on student results for that school on the NYS Grade 3 Math and ELA assessments combined with the State-Provided Growth Score from the 4th Grade NYS Math and ELA Assessments weighted proportionally based on the number of students within each SLO to result in a single HEDI score.

See attached in 7.3

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

The HEDI score are based on student results for that school on the NYS Grade 3 Math and ELA assessments combined with the State-Provided Growth Score from the 4th Grade NYS Math and ELA Assessments weighted proportionally based on the number of students within each SLO to result in a single HEDI score.

See attached in 7.3

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.

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7.4) Special Considerations for Comparable Growth Measures

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

incentives associated with the controls or adjustments.

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

No adjustments, controls, or other special considerations will be used in assigning points to a principal's score for this subcomponent.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Tuesday, February 25, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	STAR Reading Enterprise and Scholastic Reading Inventory
9-12	(f) % of students with advanced Regents or honors	All NYS Regents Assessments: NYS Comprehensive English assessment (only NYS Regents English assessment in HS administered); NYS Common Core Algebra 1 Regents assessment and NYS Integrated Algebra Regents assessment; NYS Algebra 2/Trigonometry assessment; NYS Geometry Regents assessment; NYS Living Environment Regents assessment; NYS Earth Science Regents assessment; NYS Chemistry assessment; NYS Physics assessment; NYS Global History and Geography Regents assessment; and the NYS US History Regents assessment.

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Measures in this section are used for achievement and they reflect achievement targets.</p> <p>For principals in MS buildings, grades 5-8:</p> <p>Using student baseline data, the district will establish individual achievement targets. HEDI points will reflect the percentage of students in the building who meet or exceed their individual achievement targets.</p> <p>For HS principals:</p>
--	--

For Grades 9-12, principals' HEDI points will be awarded based on the percent of students graduating with an Advanced Regents Diploma and a Regents Diploma with honors.

A corresponding 0 - 20 HEDI score will result.

HEDI points will be awarded on a 0-15 point scale after implementation of a value-added measure.

See attached in 8.1

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 8.1
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 8.1
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 8.1
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See attached in 8.1

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

(No response)

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

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

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

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

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

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

- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades
- (i) student learning objectives (only allowable for principals in programs/buildings without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a District, regional, or BOCES-developed assessment that is rigorous and comparable across classrooms

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	STAR Early Literacy Enterprise, STAR Reading Enterprise, and STAR Math Enterprise

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Measures in this section are used for achievement and they reflect achievement targets.</p> <p>For principals in ES buildings, grades K-4:</p> <p>Using student baseline data, the district will establish individual achievement targets. STAR Early Literacy Enterprise, STAR Reading Enterprise, and STAR Math Enterprise will be used. HEDI points will reflect the percentage of students in the building who meet or exceed their individual achievement targets.</p> <p>A corresponding 0 - 20 HEDI score will result, and the following will be used to determine the points earned:</p> <ul style="list-style-type: none"> •17 “effective” points will be earned for achieving the target
--	--

- exactly.
- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

See attached in 8.2

Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting/exceeding their target will result in a highly effective score See attached in 8.2
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	60-80% of students meeting/exceeding their target will result in an effective score See attached in 8.2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	41-59% of students meeting/exceeding their target will result in a developing score See attached in 8.2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-40% of students meeting/exceeding their target will result in an ineffective score See attached in 8.2

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.

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8.3) Locally Developed Controls

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

No adjustments, controls, or other special considerations will be used in assigning points to a principal's score for this subcomponent.

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.

A weighted average of the scores will be computed for principals who have more than one locally selected measure. The HEDI score (average) for this subcomponent will be weighted based on the number of students in each measure.

Standard rounding rules will apply when HEDI scores end in a decimal. Rounding will not cause a principal to move between scoring bands.

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, February 27, 2014

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.

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Principals will be evaluated in 6 domains. Points will be assigned based on multiple visits and the evidence collected, a score per domain will be assigned. The rubric will be used holistically, the rating and score for each criteria of the rubric will be determined on all evidence gathered in multiple visits. The rubric uses a 4-level rating scale. Within each domain there are 10 criteria. Each criteria will be rated Highly Effective--worth 1 point, Effective--worth .75 points, Developing--worth .5 points, or Ineffective--worth .25 points. Those points will be added together to reach a composite score out of 60 points. The attached table will be used to convert that score to a HEDI score out of 60 and an associated rating.

Note: When rounding, routine rounding rules apply. However, in compliance with the APPR guidance provided by NYSED, the District will ensure that rounding will not result in a principal moving from one HEDI rating category to another. If rounding up would result in the principal moving from one HEDI rating category to a higher rating category, the number must be rounded down.

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/12205/575617-pMADJ4gk6R/rubricalign-principals_2.xlsx

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.	Reserved for truly outstanding leadership, as described by very demanding criteria. Points will be assigned based on the attached table
---	---

	in 9.7.
	The scores for this category range from 59-60 (a rubric conversion from 55-60).
Effective: Overall performance and results meet standards.	Solid, expected professional performance. Points will be assigned based on the attached table in 9.7.
	The scores for this category range from 57-58 (a rubric conversion from 45-54).
Developing: Overall performance and results need improvement in order to meet standards.	Performance has real deficiencies and must improve. Points will be assigned based on the attached table in 9.7.
	The scores for this category range from 46-56 (a rubric conversion from 30-44).
Ineffective: Overall performance and results do not meet standards.	Clearly unacceptable professional performance. Points will be assigned based on the attached table in 9.7.
	The scores for this category range from 0-45 (a rubric conversion from 0-29).

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	46-56
Ineffective	0-45

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, February 20, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	59-60
Effective	57-58
Developing	46-56
Ineffective	0-45

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Monday, February 24, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/12168/575619-Df0w3Xx5v6/WCSD PIP_1.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

ADMINISTRATOR APPEALS PROCESS

1. WAA member may initiate an appeal when he or she receives a rating of developing or ineffective. Appeals must be made based on the grounds enumerated in Education Law 3012-c
2. The timeline for the appeal process begins on the date that the composite score and rating are provided (no later than September 1).
3. If a WAA member is not satisfied with his or her final evaluation, he or she must request an appeal in writing to the Assistant Superintendent for Human Resources no later than one calendar week after the date that the score was received. If a principal has and wishes to appeal the issuance of a Principal in Need of Improvement Plan, this must be done in writing within 10 days from the issuance of the improvement plan. If the principal wishes to file an appeal based upon the failure of the district to implement the items/requirements of the PIP, they must do so in writing within 10 days from each alleged failure to implement the particular part of the plan,
4. All supportive documents to the appeal must be submitted to the Assistant Superintendent for Human Resources no later than 10 calendar days after the composite score is communicated to the member.
5. An appeal hearing will be scheduled with the Superintendent of Schools no later than ten days after receipt of the appeal request.
6. If unavailable, the Superintendent of Schools may designate the Assistant Superintendent for Exceptional Education and Student Services as the hearing officer to the process.
7. The appeal hearing will include the grievant, their WAA representative, the Assistant Superintendent for Instruction and the Assistant Superintendent for Human Resources.
8. Participants in the hearing will have the opportunity to answer questions from the Superintendent/designee and to provide additional information at the request of the Superintendent/designee.
9. After the hearing is conducted, the Superintendent/designee will render a decision to the grievant within 10 calendar days. The Superintendent/designee will have the authority to: uphold the rating, change the rating, or determine that a new evaluation will be conducted.

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

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

Certification of Williamsville Central School District Evaluators

All evaluators and lead evaluators will be trained in the following nine elements contained in 30-2.9 of the Rules of the Board of Regents:

Certification Criteria and Current State or Plan for Implementation

1. ISLLC, 2008 Leadership Standards
2. Evidence-based observation techniques
 - All administrators have been provided with training on evidence-based observation techniques.
 - Professional development for the Marshall Rubric is planned to occur on an ongoing basis throughout the school year and summer.
 - Professional development also will be provided by District personnel through the District professional development program.
3. Application and use of the student growth and value-added growth model
 - A two-hour training module based on information provided by NYSED has been presented to all administrators.
4. Application and use of State-approved principal rubrics
 - Training has already occurred for the Marshall Principal Evaluation Rubric and will continue annually (a minimum of 8 hours). Inter-rater reliability has been and continues to be a significant component of the Rubric training. A similar process is utilized in follow-up professional development sessions as well as in District trainings with District personnel. This will continue to be an area of emphasis all year as a multitude of training opportunities and meetings will be used to continue in efforts to enhance and ensure inter-rater reliability among evaluators. (Principals meet monthly at level meetings for a minimum of 2 hours, a portion of which is dedicated to the NYS Reform Agenda.)
5. Application and use of any assessment tools you intend to use (e.g., portfolios, surveys, goals)
 - All principals and District administrators (instruction and special education) have had extensive training in the use of SLOs and have participated in all local decisions. No assessment tools have been selected that require additional training in their application or use.
6. Application and use of any State-approved locally developed measures of student achievement you intend to use
 - Renaissance Learning STAR Literacy, STAR Reading, STAR Math, and the Scholastic Reading Inventory assessments are the only State-approved third party assessments that will require training. Administrators have received training on their use and the reports generated from these tools.
 - Additional support will be provided throughout the year, as needed.
7. Use of the Statewide Instructional Reporting System

• Principals are receiving ongoing updates from the Office of Instruction and the Office of Technology Services on the information provided by NYSED regarding the Instructional Reporting System; these will continue to be incorporated routinely into District-level Principals Meetings.

8. The scoring methodology used by the department and/or your district

• All principals and District administrators, as well as the Williamsville Teachers Association (WTA) and the Williamsville Administrators Association (WAA), have and will continue to participate or have input (as appropriate) in these decisions that relate to APPR.

9. Specific considerations in evaluating teachers and principals of English language learners

• There is a District emphasis on best practices for ELL and SWD for curriculum, instruction, and assessment. This focus on these three inter-related areas is incorporated into all aspects of District work, including data team work, which will be considered in evaluations.

• The decision to use an adaptive assessment in ELA and Math (at certain levels) for the locally-selected measure of student achievement will assist in generating data to support ELL and SWD learners.

• Assessment targets will be developed which consider the performance of ELL and SWD.

The certification and re-certification process will contain the same elements. A year-long menu of professional development will include dedicated training sessions, principals meetings (by level and K-12), and individual assistance, as needed (see above). The Superintendent will certify the lead evaluators.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Friday, February 28, 2014

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/575620-3Uqgn5g9Iu/WCSD Joint Certification Form.pdf](#)

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

HEDI – For Teachers/Courses with Group Metrics (School-Specific, Comparable Growth)

Elementary – based on NYS grades 3 and 4 ELA and Math assessments

Middle School – based on NYS grades 5-8 ELA and Math assessments
(including ESL K-8)

High School – based on all June Regents exams*

Country Parkway

HEDI Scoring (as a percent)	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	$72 \leq x \leq 100$	$71 \leq x < 72$	$70 \leq x < 71$	$66 \leq x < 70$	$62 \leq x < 66$	$58 \leq x < 62$	$54 \leq x < 58$	$50 \leq x < 54$	$46 \leq x < 50$	$42 \leq x < 46$	$38 \leq x < 42$	$35 \leq x < 38$	$31 \leq x < 35$	$28 \leq x < 31$	$24 \leq x < 28$	$20 \leq x < 24$	$16 \leq x < 20$	$12 \leq x < 16$	$8 \leq x < 12$	$4 \leq x < 8$	$0 \leq x < 4$

Dodge

HEDI Scoring (as a percent)	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	$70 \leq x \leq 100$	$60 \leq x < 70$	$50 \leq x < 60$	$48 \leq x < 50$	$46 \leq x < 48$	$44 \leq x < 46$	$42 \leq x < 44$	$40 \leq x < 42$	$38 \leq x < 40$	$37 \leq x < 38$	$36 \leq x < 37$	$35 \leq x < 36$	$31 \leq x < 35$	$28 \leq x < 31$	$24 \leq x < 28$	$20 \leq x < 24$	$16 \leq x < 20$	$12 \leq x < 16$	$8 \leq x < 12$	$4 \leq x < 8$	$0 \leq x < 4$

Forest

HEDI Scoring (as a percent)	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	$70 \leq x \leq 100$	$60 \leq x < 70$	$49 \leq x < 60$	$47 \leq x < 49$	$45 \leq x < 47$	$43 \leq x < 45$	$41 \leq x < 43$	$39 \leq x < 41$	$38 \leq x < 39$	$37 \leq x < 38$	$36 \leq x < 37$	$35 \leq x < 36$	$31 \leq x < 35$	$28 \leq x < 31$	$24 \leq x < 28$	$20 \leq x < 24$	$16 \leq x < 20$	$12 \leq x < 16$	$8 \leq x < 12$	$4 \leq x < 8$	$0 \leq x < 4$

Heim ES

HEDI Scoring (as a percent)	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	$70 \leq x \leq 100$	$60 \leq x < 70$	$50 \leq x < 60$	$48 \leq x < 50$	$46 \leq x < 48$	$44 \leq x < 46$	$42 \leq x < 44$	$40 \leq x < 42$	$38 \leq x < 40$	$37 \leq x < 38$	$36 \leq x < 37$	$35 \leq x < 36$	$31 \leq x < 35$	$28 \leq x < 31$	$24 \leq x < 28$	$20 \leq x < 24$	$16 \leq x < 20$	$12 \leq x < 16$	$8 \leq x < 12$	$4 \leq x < 8$	$0 \leq x < 4$

Maple East ES

HEDI Scoring (as a percent)	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	$70 \leq x \leq 100$	$65 \leq x < 70$	$62 \leq x < 65$	$58 \leq x < 62$	$55 \leq x < 58$	$52 \leq x < 55$	$49 \leq x < 52$	$46 \leq x < 49$	$43 \leq x < 46$	$40 \leq x < 43$	$38 \leq x < 40$	$35 \leq x < 38$	$31 \leq x < 35$	$28 \leq x < 31$	$24 \leq x < 28$	$20 \leq x < 24$	$16 \leq x < 20$	$12 \leq x < 16$	$8 \leq x < 12$	$4 \leq x < 8$	$0 \leq x < 4$

Maple West ES

HEDI Scoring (as a percent)	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	$70 \leq x \leq 100$	$65 \leq x < 70$	$60 \leq x < 65$	$56 \leq x < 60$	$53 \leq x < 56$	$50 \leq x < 53$	$47 \leq x < 50$	$44 \leq x < 47$	$41 \leq x < 44$	$39 \leq x < 41$	$37 \leq x < 39$	$35 \leq x < 37$	$31 \leq x < 35$	$28 \leq x < 31$	$24 \leq x < 28$	$20 \leq x < 24$	$16 \leq x < 20$	$12 \leq x < 16$	$8 \leq x < 12$	$4 \leq x < 8$	$0 \leq x < 4$

Mill Middle School

HEDI Scoring (as a percent)	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	$70 \leq x \leq 100$	$60 \leq x < 70$	$48 \leq x < 60$	$47 \leq x < 48$	$46 \leq x < 47$	$45 \leq x < 46$	$44 \leq x < 45$	$43 \leq x < 44$	$42 \leq x < 43$	$41 \leq x < 42$	$40 \leq x < 41$	$36 \leq x < 40$	$31 \leq x < 36$	$28 \leq x < 31$	$24 \leq x < 28$	$20 \leq x < 24$	$16 \leq x < 20$	$12 \leq x < 16$	$8 \leq x < 12$	$4 \leq x < 8$	$0 \leq x < 4$

Transit Middle School

HEDI Scoring (as a percent)	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	$70 \leq x \leq 100$	$65 \leq x < 70$	$63 \leq x < 65$	$60 \leq x < 63$	$57 \leq x < 60$	$54 \leq x < 57$	$51 \leq x < 54$	$48 \leq x < 51$	$45 \leq x < 48$	$42 \leq x < 45$	$40 \leq x < 42$	$36 \leq x < 40$	$31 \leq x < 36$	$28 \leq x < 31$	$24 \leq x < 28$	$20 \leq x < 24$	$16 \leq x < 20$	$12 \leq x < 16$	$8 \leq x < 12$	$4 \leq x < 8$	$0 \leq x < 4$

East High School

HEDI Scoring (as a percent)	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	$58 \leq x \leq 100$	$57 \leq x < 58$	$56 \leq x < 57$	$54 \leq x < 56$	$51 \leq x < 54$	$50 \leq x < 51$	$48 \leq x < 50$	$46 \leq x < 48$	$44 \leq x < 46$	$42 \leq x < 44$	$40 \leq x < 42$	$38 \leq x < 40$	$36 \leq x < 38$	$34 \leq x < 36$	$32 \leq x < 34$	$30 \leq x < 32$	$28 \leq x < 30$	$26 \leq x < 28$	$24 \leq x < 26$	$22 \leq x < 24$	$0 \leq x < 22$

North High School

HEDI Scoring (as a percent)	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	$57 \leq x \leq 100$	$56 \leq x < 57$	$55 \leq x < 56$	$53 \leq x < 55$	$51 \leq x < 53$	$49 \leq x < 51$	$47 \leq x < 49$	$45 \leq x < 47$	$43 \leq x < 45$	$41 \leq x < 43$	$39 \leq x < 41$	$37 \leq x < 39$	$35 \leq x < 37$	$33 \leq x < 35$	$31 \leq x < 33$	$29 \leq x < 31$	$27 \leq x < 29$	$25 \leq x < 27$	$23 \leq x < 25$	$21 \leq x < 23$	$0 \leq x < 21$

South High School

HEDI Scoring (as a percent)	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	$54 \leq x \leq 100$	$53 \leq x < 54$	$52 \leq x < 53$	$50 \leq x < 52$	$48 \leq x < 50$	$46 \leq x < 48$	$44 \leq x < 46$	$42 \leq x < 44$	$38 \leq x < 42$	$37 \leq x < 38$	$36 \leq x < 37$	$35 \leq x < 36$	$30 \leq x < 35$	$28 \leq x < 30$	$26 \leq x < 28$	$24 \leq x < 26$	$22 \leq x < 24$	$20 \leq x < 22$	$18 \leq x < 20$	$16 \leq x < 18$	$0 \leq x < 16$

Process for Assigning HEDI Points and Determining HEDI Ratings (for Comparable Growth Measures)

With teachers for whom the school-wide results based on State assessments (group metric) below will be used, the following process to determine HEDI points and ratings will be utilized:

- 1) Expected targets and all points on the HEDI are specifically established to assess and compare student growth in meeting and exceeding proficiency standards (a minimum rigor expectation for growth of level 3 or higher) on the **grade 3 and grade 4 ELA and Math State assessments (for elementary schools)** and **grades 5-8 ELA and Math State assessments (for middle schools)**, or a minimum rigor expectation for growth determined by the district for all high schools.
- 2) Seeing that a weighted average ensures that every student's assessment score has the same impact and weight from year to year and from exam to exam, in addition to being the most statically significant measure of center and allows one to easily identify and compare increases or decreases in student growth over time, the district will use a weighted average (as a percentage weighted based on the number of students taking each assessment) of all students meeting and exceeding the standard on the assessments to establish the central target cell (i.e., 17th cell) on the HEDI chart (see attached document in 2.11). Each building will have a unique weighted average score calculated from their specific student performance data based on students' assessments as appropriate from the previous year. The average will be weighted proportionally based on the number of students taking the assessments.
- 3) The interval for the 17th cell (which reflects student growth meeting the established target as described above) was determined as follows: the weighted average was rounded up to the nearest integer to establish the upper – non-inclusive – number of the

interval for the 17th cell. The lower – inclusive – number in the interval for the 17th cell was set by extrapolating the data backwards and comparing common points across buildings within the district to establish comparable HEDI ranges. For example, if the weighted average is 45.89% then the upper limit of the interval of the 17th cell would be: 46%. The lower limit would be established using comparative building data to produce an inclusive limit; for example: $44\% \leq x < 46\%$, where x represents the end-of-year metric for meeting the target that has been set. Note: the lower number in any cell's interval is inclusive ("included in the interval"); whereas the upper number in any cell is exclusive ("not part of the interval"). This ensures that all numeric values 0-100% are represented on the HEDI without interruption or overlap.

The intervals for cells 18 through 20 (which reflect student growth exceeding the established target) were calculated using the upper number of the 17th cell as the lower – inclusive – number for the 18th cell. The data was once again extrapolated upwards to the maximum value of 20, which is 100%.

For the intervals for cells 0 through 16 (which reflects student growth falling below established target), the lower number of the 17th cell was used as the upper – exclusive – number for the 16th cell. The data was then extrapolated downward to the 0th cell; however, the 0th cell's lowest number will be 0%.

The following ranges apply for each HEDI level on all charts using the group metric and teachers will be assigned 0-20 points based on student growth (school-wide student performance results) on the exams listed above which will yield a point value and rating are articulated below:

Highly Effective: Let X be the next year's score, then X is in the highly effective range if: $X \geq$ Lower Bound of the 18th cell
Effective: Let X be the next year's score, then X is in the effective range if: Upper Bound of the 17th cell $> X \geq$ Lower Bound of the 9th cell
Developing: Let X be the next year's score, then X is in the developing range if: Upper Bound of the 8th cell $> X \geq$ Lower Bound of the 3rd cell
Ineffective: Let X be the next year's score, then X is in the ineffective range if: Upper Bound of the 2nd cell $> X \geq 0$

* Student growth in meeting and exceeding performance levels on the grade 3 and grade 4 ELA and Math State assessments (for elementary schools) and grades 5-8 ELA and Math State assessments (for middle schools), or a minimum rigor expectation for growth determined by the district for all high schools. The composite of Regents exams at HS are comprised of the following: NYS Comprehensive English assessment; NYS Common Core Algebra 1 Regents assessment or NYS Integrated Algebra Regents assessment (Both administered, as appropriate, and the higher score will be used); NYS Algebra 2/Trigonometry assessment; NYS Geometry Regents assessment; NYS Living Environment Regents assessment; NYS Earth Science Regents assessment; NYS Chemistry assessment; NYS Physics assessment; NYS Global History and Geography Regents assessment; and the NYS US History Regents assessment. (Note: The higher score of individual student performance (individual student growth) on the NYS Common Core Algebra 1 Regents assessment or the NYS Integrated Algebra Regents assessment will be used. Both exams will be administered to students, as appropriate. For HS ELA, only the NYS Comprehensive English Regents assessment will be administered.)

The SLO targets were set by the District (administrators) in partnership with building principals. Historical (prior years' student performance) data on the aforementioned State assessments were used to set the targets reflected on each chart in 2.11.

HEDI– For All Teachers/Courses (Comparable Growth, Not Group Metric)*

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	96-100%	90-95%	81-89%	80%	76-79%	72-75%	70-71%	68-69%	66-67%	64-65%	62-63%	60-61%	56-59%	53-55%	50-52%	47-49%	44-46%	41-43%	36-40%	31-35%	0-30%

- 17 “effective” points will be earned for achieving the target exactly.
- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

*Includes school-wide measures (Global 1 and Grade 9 and 10 English)

Grade 4 Science Teachers will use the following process:

Using students' prior academic history as a baseline, teachers will set individual growth targets for students taking the associated assessment. Teachers will develop targets in collaboration with principals, and principals will approve the targets. Based on these results (percentage of all students that teacher's course meeting or exceeding their individual growth targets), teachers will be assigned 0-20 on the HEDI above.

HEDI– For All Teachers/Courses (Achievement)

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	<u>17</u>	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	96-100%	90-95%	81-89%	80%	76-79%	72-75%	70-71%	68-69%	66-67%	64-65%	62-63%	60-61%	56-59%	53-55%	50-52%	47-49%	44-46%	41-43%	36-40%	31-35%	0-30%

If a Value-Added Model is adopted, the following table will be used:

HEDI Scoring	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	<u>11</u>	10	9	8	7	6	5	4	3	2	1	0
	91-100%	81-90%	80%	76-79%	72-75%	68-71%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	41-44%	35-40%	31-34%	0-30%

Form 3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as an attachment.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
<p><i>**Measures in this section are used for achievement</i></p> <ol style="list-style-type: none"> 1) Change in % of student performance level on State 2) Teacher specific growth computed by NYSED 3) Teacher specific achievement/growth score computed locally 4) State-approved 3rd party 5) District/regional/BOCES-developed 6) (i) School-wide measure based on State-provided measure (ii) School-wide measure computed locally 7) Student Learning Objectives 		
AP Biology	4) State-approved 3rd party	AP Program
AP Calculus AB	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment
AP Calculus BC	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment
AP Chemistry	4) State-approved 3rd party	AP Program
AP Computer Science	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment
AP Gov't and Politics	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment
AP Environmental Science	4) State-approved 3rd party	AP Program
AP European	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment

AP Macro Economics	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment
AP Music Theory	4) State-approved 3rd party	AP Program
AP Physics	4) State-approved 3rd party	AP Program
AP Psychology	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment
AP Statistics	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment
AP US History	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment
1R German	6(ii) School wide measure computed locally	Williamsville-developed German Checkpoint A Assessment
1R Latin	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment
2A French	6(ii) School wide measure computed locally	Williamsville-developed French Checkpoint B Assessment
2A German	6(ii) School wide measure computed locally	Williamsville-developed German Checkpoint B Assessment
2A Latin	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment
2A Spanish	6(ii) School wide measure computed locally	Williamsville-developed Spanish Checkpoint B Assessment
2R French	6(ii) School wide measure computed locally	Williamsville-developed French Checkpoint B Assessment
2R Spanish	6(ii) School wide measure computed locally	Williamsville-developed Spanish

		Checkpoint B Assessment
3A French	6(ii) School wide measure computed locally	Williamsville-developed French Checkpoint B Assessment
3A German	6(ii) School wide measure computed locally	Williamsville-developed German Checkpoint B Assessment
3A Latin	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment
3A Spanish	6(ii) School wide measure computed locally	Williamsville-developed Spanish Checkpoint B Assessment
3R French	6(ii) School wide measure computed locally	Williamsville-developed French Checkpoint B Assessment
3R Spanish	6(ii) School wide measure computed locally	Williamsville-developed Spanish Checkpoint B Assessment
4A French	6(ii) School wide measure computed locally	Williamsville-developed French Checkpoint B Assessment
4A German	6(ii) School wide measure computed locally	District-created Assessment German Checkpoint B Assessment
4A Latin	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment
4A Spanish	6(ii) School wide measure computed locally	Williamsville-developed Spanish Checkpoint B Assessment
5A French	6(ii) School wide measure computed locally	Williamsville-developed French Checkpoint B Assessment
5A Spanish	6(ii) School wide measure computed locally	Williamsville-developed Spanish Checkpoint B Assessment

6 French	6(ii) School wide measure computed locally	Williamsville-developed French Checkpoint A Assessment
6 Spanish	6(ii) School wide measure computed locally	Williamsville-developed Spanish Checkpoint A Assessment
7 French	6(ii) School wide measure computed locally	Williamsville-developed French Checkpoint A Assessment
7 Spanish	6(ii) School wide measure computed locally	Williamsville-developed Spanish Checkpoint A Assessment
8/1R French	6(ii) School wide measure computed locally	Williamsville-developed French Checkpoint A Assessment
8/1R Spanish	6(ii) School wide measure computed locally	Williamsville-developed Spanish Checkpoint A Assessment
9/1R Spanish	6(ii) School wide measure computed locally	Williamsville-developed Spanish Checkpoint A Assessment
AIS ELA (MS)	6(ii) School wide measure computed locally	STAR Reading Enterprise and Scholastic Reading Inventory
AIS Math (MS)	6(ii) School wide measure computed locally	NYS Common Core Algebra I Regents Assessment and Integrated Algebra Regents Assessment
AIS Science (MS)	6(ii) School wide measure computed locally	Williamsville-developed course-specific Science Assessment
AIS Social Studies Gr 6 (MS)	6(ii) School wide measure computed locally	Scholastic Reading Inventory (Grade 6)

AIS Social Studies Gr 5, 7, and 8 (MS)	6(ii) School wide measure computed locally	Williamsville-developed course-specific Social Studies Assessment
AIS ELA (HS)	6(ii) School wide measure computed locally	NYS Comprehensive ELA Regents Assessment
AIS Math (HS)	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment
AIS Science (HS)	6(ii) School wide measure computed locally	All NYS Science Regents Assessments administered in the building
AIS Social Studies (HS)	6(ii) School wide measure computed locally	NYS Global History and Geography 2 Regents Assessment or NYS US History and Gov't Regents Assessment
Advanced Woodworking	6(ii) School wide measure computed locally	All NYS Science and Math Regents Assessments administered in the building
Algebra 1A (MS only)	6(ii) School wide measure computed locally	NYS Common Core Algebra I Regents Assessment and NYS Integrated Algebra Regents Assessment
Algebra 1R (MS)	6(ii) School wide measure computed locally	NYS Common Core Algebra I Regents Assessment or NYS Integrated Algebra Regents Assessment
Anatomy & Physiology	6(ii) School wide measure computed locally	All NYS Science Regents Assessments administered in the building
Anthropology	6(ii) School wide measure computed locally	NYS US History and Government

		Regents Assessment
Architectural Design & Drawing	6(ii) School wide measure computed locally	All NYS Science and Math Regents Assessments administered in the building
Band Gr.4	5) District/regional/BOCES–developed	Williamsville-developed course-specific Band Assessment
Band Gr. 5-8	5) District/regional/BOCES–developed	Williamsville-developed course-specific Band Assessment
Band Gr. 9-12	6(ii) School wide measure computed locally	Williamsville-developed course-specific Band Assessment
Calculus 5R	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment
Canadian Studies	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment
Chemistry (non-Regents)	6(ii) School wide measure computed locally	All NYS Science Regents Assessments administered in the building
Chorus Gr. 5-8	5) District/regional/BOCES–developed	Williamsville-developed course-specific Chorus Assessment
Chorus Gr. 9-12	6(ii) School wide measure computed locally	Williamsville-developed course-specific Chorus Assessment
Classroom Music Gr. K-4	6(ii) School wide measure computed locally	Williamsville-developed course-specific Chorus Assessment

Classroom Music Gr. 5 & 7	6(ii) School wide measure computed locally	Williamsville-developed course-specific Music Assessment
Communications and Media Productions	6(ii) School wide measure computed locally	All NYS Science and Math Regents Assessments administered in the building
Comprehensive French	6(ii) School wide measure computed locally	Williamsville-developed French Checkpoint B Assessment
Comprehensive Spanish	6(ii) School wide measure computed locally	Williamsville-developed Spanish Checkpoint B Assessment
Computer Programming	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment
Construction / Prod Res & Devel	6(ii) School wide measure computed locally	All NYS Science and Math Regents Assessments administered in the building
Current Events	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment
Digital Photo 1	6(ii) School wide measure computed locally	All NYS Science and Math Regents Assessments administered in the building
Digital Photo 2	6(ii) School wide measure computed locally	All NYS Science and Math Regents Assessments administered in the building

Economics	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment
ELA Grade 12	6(ii) School wide measure computed locally	NYS Comprehensive ELA Regents Assessment
Electronics	6(ii) School wide measure computed locally	All NYS Science and Math Regents Assessments administered in the building
Energy / Aerospace	6(ii) School wide measure computed locally	All NYS Science and Math Regents Assessments administered in the building
Environmental Science	6(ii) School wide measure computed locally	All NYS Science Regents Assessments administered in the building
Exploring Computer Science	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment
Film Study	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment
Forensics	6(ii) School wide measure computed locally	All NYS Science Regents Assessments administered in the building

Fundamentals of Algebra	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment
GPS – ES	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise, and STAR Math Enterprise
GPS – MS	6(ii) School wide measure computed locally	STAR Reading Enterprise and Scholastic Reading Inventory
Health MS	6(ii) School wide measure computed locally	Williamsville-developed Health Assessment
Health HS	6(ii) School wide measure computed locally	Williamsville-developed Health Assessment
History of Women	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment
Home & Careers MS	6(ii) School wide measure computed locally	Williamsville-developed Home and Careers Assessment
Humanities	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment
Human Rights and Genocide	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment
Instructional/Academic Support	5) District/regional/BOCES–developed	MS - STAR Reading Enterprise and Scholastic Reading Inventory HS - NYS Comprehensive English Regents Assessment and NYS Math Regents Assessments, as appropriate (NYS Common Core Algebra 1 Regents Assessment (and NYS Integrated Algebra

		Regents Assessment); NYS Algebra 2/Trigonometry Assessment; NYS Geometry Regents Assessment)
Jazz Improvisation	6(ii) School wide measure computed locally	Williamsville-developed Jazz Improvisation Assessment
Journalism	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment
Library K-4	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise and STAR Reading Enterprise
Manufacturing / Material Process	6(ii) School wide measure computed locally	All NYS Science and Math Regents Assessments administered in the building
Math Connections	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment
Media Literacy	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment
Music in our Lives I	5) District/regional/BOCES–developed	Williamsville-developed Music in Our Lives I Assessment
Music in our Lives II	5) District/regional/BOCES–developed	Williamsville-developed Music in Our Lives II Assessment
Music Theory	5) District/regional/BOCES–developed	Williamsville-developed Music Theory Assessment
Orchestra Gr. 4	5) District/regional/BOCES–developed	Williamsville-developed Orchestra (gr 4) Assessment
Orchestra Gr. 5-8	5) District/regional/BOCES–developed	Williamsville-developed course-

		specific Orchestra Assessment
Orchestra Gr. 9-12	6(ii) School wide measure computed locally	Williamsville-developed course-specific Orchestra Assessment
Participation in Government	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment
PLTW – CEA	6(ii) School wide measure computed locally	All NYS Science and Math Regents Assessments administered in the building
PLTW – CIM	6(ii) School wide measure computed locally	All NYS Science and Math Regents Assessments administered in the building
PLTW – DE	6(ii) School wide measure computed locally	All NYS Science and Math Regents Assessments administered in the building
PLTW – DDP	6(ii) School wide measure computed locally	All NYS Science and Math Regents Assessments administered in the building
PLTW – EDD	6(ii) School wide measure computed locally	All NYS Science and Math Regents Assessments administered in the building

PLTW – POE	6(ii) School wide measure computed locally	All NYS Science and Math Regents Assessments administered in the building
Physical Education ES	6(ii) School wide measure computed locally	Williamsville-developed course-specific PE Assessment
Physical Education MS	6(ii) School wide measure computed locally	Williamsville-developed course-specific PE Assessment
Physical Education HS	6(ii) School wide measure computed locally	Williamsville-developed course-specific PE Assessment
Physics (non-Regents)	6(ii) School wide measure computed locally	All NYS Science Assessments administered in the building
Pre-Calculus	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment
Pre-Calculus A	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment
Pre-Calculus R	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment
Psychology	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment
Public Speaking	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment
Reading Teachers ES	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise and STAR Reading Enterprise

Reading Teachers MS	6(ii) School wide measure computed locally	STAR Reading Enterprise and Scholastic Reading Inventory
Reading Teachers HS	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment
Resource Room ES	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise, STAR Reading Enterprise, and STAR Math Enterprise
Resource Room MS	6(ii) School wide measure computed locally	STAR Reading Enterprise and Scholastic Reading Inventory
Resource Room HS	6(ii) School wide measure computed locally	NYS Comprehensive English Regents Assessment and NYS Math Regents Assessments, as appropriate (NYS Common Core Algebra 1 Regents Assessment (and NYS Integrated Algebra Regents Assessment); NYS Algebra 2/Trigonometry Assessment; NYS Geometry Regents Assessment)
Science Gr. 4	6(ii) School wide measure computed locally	NYS Grade 4 Science Assessment
Science Gr. 5	6(ii) School wide measure computed locally	Williamsville-developed Science (gr 5) Assessment
Social Studies Gr. 4	6(ii) School wide measure computed locally	NYS Grade 4 ELA Assessment
Social Studies Gr. 5	6(ii) School wide measure computed locally	Williamsville-developed Social Studies (gr 5) Assessment
Sociology	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment

Statistics	6(ii) School wide measure computed locally	NYS Geometry Regents Assessment
Theatre	5) District/regional/BOCES–developed	NYS Comprehensive English Regents Assessment
Technology Gr. 7-8	6(ii) School wide measure computed locally	Williamsville-developed Technology (gr 7-8) Assessment
Transportation	6(ii) School wide measure computed locally	All NYS Science Regents Assessments administered in the building
Turbulent 60s	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment
War in the 20 th Century	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment
World Religions	6(ii) School wide measure computed locally	NYS US History and Government Regents Assessment

Notes:

- Where NYS Comprehensive English Regents Assessment is listed, only the NYS English Regents Assessment will be administered.
- Where the “Weighted Average of all Science Regents Assessments” is listed, the following will be used:

NYS Living Environment Regents Assessment

NYS Earth Science Regents Assessment

NYS Chemistry Regents Assessment

NYS Physics Assessment

- Where the “Weighted Average of all Science and Math Regents Assessments” is listed, the following will be used:

NYS Living Environment Regents Assessment

NYS Earth Science Regents Assessment

NYS Chemistry Regents Assessment

NYS Physics Assessment

NYS Common Core Algebra 1 Regents Assessment (or NYS Integrated Algebra Regents Assessment) (both exams administered as appropriate, higher score used)

NYS Algebra 2/Trigonometry Assessment

NYS Geometry Regents Assessment

The following HEDI will be used:

- 17 “effective” points will be earned for achieving the target exactly.
- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

Teachers will be assigned 0-20 points in the HEDI rating categories as identified on the attached charts below.

HEDI– For All Teachers/Courses (Achievement)

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	96-100%	90-95%	81-89%	80%	76-79%	72-75%	70-71%	68-69%	66-67%	64-65%	62-63%	60-61%	56-59%	53-55%	50-52%	47-49%	44-46%	41-43%	36-40%	31-35%	0-30%

Rubric Alignment - Teachers

<u>Rubric Score</u>	<u>60-point score</u>	<u>HEDI Level</u>
10	0	Ineffective
11	5	Ineffective
12	10	Ineffective
13	15	Ineffective
14	20	Ineffective
15	25	Ineffective
16	30	Ineffective
17	35	Ineffective
18	40	Ineffective
19	45	Ineffective
20	46	Developing
21	47	Developing
22	48	Developing
23	49	Developing
24	50	Developing
25	52	Developing
26	53	Developing
27	54	Developing
28	55	Developing
29	56	Developing
30	57	Effective
31	57.3	Effective
32	57.5	Effective
33	57.8	Effective
34	58	Effective
35	59	Highly Effective
36	59.2	Highly Effective
37	59.4	Highly Effective
38	59.6	Highly Effective
39	59.8	Highly Effective
40	60	Highly Effective



Williamsville Central School District Teacher Improvement Plan

Teacher Name: _____

Evaluator Name: _____

Date Plan Initiated: _____

Date Plan Completed: _____

Which dimension or dimensions in the Thoughtful Classroom rubric need improvement? (*Note: the administrator will specify the episodes/cornerstones/instructional indicators of the Thoughtful Classroom Rubric in need of improvement.*)

What evidence will demonstrate that the teacher has shown growth?

What is the time frame in which the change must occur?

Are there intermediate benchmarks that will indicate progress? If so, when should these occur?

What professional development will be provided to assist in teacher growth?

What, directives, recommendations, requirements, and/or suggestions have been given to the teacher?

Summary of Progress:

At third grade, the following HEDI and chart (in 7.3) will be used:

- 17 “effective” points will be earned for achieving the target exactly.
- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	96-100%	90-95%	81-89%	80%	76-79%	72-75%	70-71%	68-69%	66-67%	64-65%	62-63%	60-61%	56-59%	53-55%	50-52%	47-49%	44-46%	41-43%	36-40%	31-35%	0-30%

Points (as reflected on the chart above) are assigned to individual principals according to the percentage of students in their school (as reflected on the chart above) who achieve the established growth targets for grade 3. In addition, these points will then be combined with the State-Provided Growth Score from the 4th Grade NYS Math and ELA Assessments based on the number of students (in their school) within each SLO. (Note: These measures will be weighted proportionately based on the number of students in each measure to result in a single HEDI score for the principals of the elementary K-4 buildings.)

Measures in this section are used for achievement and they reflect achievement targets.

- 17 “effective” points will be earned for achieving the target exactly.
- 81-100% of students meeting/exceeding their target (5-8/graduating with an Advanced Regents Diploma or diploma with Honors) will result in a highly effective score;
- 60-80% of students meeting/exceeding their target (5-8/graduating with an Advanced Regents Diploma or diploma with Honors) will result in an effective score;
- 41-59% of students meeting/exceeding their target (5-8/graduating with an Advanced Regents Diploma or diploma with Honors) will result in a developing score;
- 0-40% of students meeting/exceeding their target (5-8/graduating with an Advanced Regents Diploma or diploma with Honors) will result in an ineffective score.

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	<u>17</u>	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	96-100%	90-95%	81-89%	80%	76-79%	72-75%	70-71%	68-69%	66-67%	64-65%	62-63%	60-61%	56-59%	53-55%	50-52%	47-49%	44-46%	41-43%	36-40%	31-35%	0-30%

If a Value-Added Model is adopted, the following table will be used:

HEDI Scoring	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	<u>11</u>	10	9	8	7	6	5	4	3	2	1	0
	91-100%	81-90%	80%	76-79%	72-75%	68-71%	64-67%	60-63%	57-59%	53-56%	49-52%	45-48%	41-44%	35-40%	31-34%	0-30%

Measures in this section are used for achievement and they reflect achievement targets.

- 17 “effective” points will be earned for achieving the target exactly.
- 81-100% of students meeting/exceeding their target will result in a highly effective score;
- 60-80% of students meeting/exceeding their target will result in an effective score;
- 41-59% of students meeting/exceeding their target will result in a developing score;
- 0-40% of students meeting/exceeding their target will result in an ineffective score.

HEDI Scoring	HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
	20	19	18	<u>17</u>	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	96-100%	90-95%	81-89%	80%	76-79%	72-75%	70-71%	68-69%	66-67%	64-65%	62-63%	60-61%	56-59%	53-55%	50-52%	47-49%	44-46%	41-43%	36-40%	31-35%	0-30%

Rubric Alignment - Principals

<u>Rubric Score</u>	<u>60-point score</u>	<u>HEDI Level</u>
15-21	0	Ineffective
22	6	Ineffective
23	12	Ineffective
24	18	Ineffective
25	24	Ineffective
26	30	Ineffective
27	36	Ineffective
28	42	Ineffective
29	45	Ineffective
30	46	Developing
31	46.5	Developing
32	47	Developing
33	47.5	Developing
34	48	Developing
35	48.5	Developing
36	49	Developing
37	49.5	Developing
38	50	Developing
39	51	Developing
40	52	Developing
41	53	Developing
42	54	Developing
43	55	Developing
44	56	Developing
45	57	Effective
46	57.1	Effective
47	57.2	Effective
48	57.3	Effective
49	57.4	Effective
50	57.5	Effective
51	57.6	Effective

52	57.8	Effective
53	57.9	Effective
54	58	Effective
55	59	Highly Effective
56	59.2	Highly Effective
57	59.4	Highly Effective
58	59.6	Highly Effective
59	59.8	Highly Effective
60	60	Highly Effective



P.I.P. – Principal Improvement Plan

Principal:

Date:

School:

1. What are the principal improvement areas?
2. What evidence, produced by the principal, will demonstrate that the improvement area(s) are completed? (Identify separate items of evidence if multiple areas of improvement are identified.)
3. What time frame will be used? (Identify separate time frames if multiple areas of improvement are identified.)
4. Are there intermediate benchmarks that will indicate progress? If so, when should these occur? (Identify separate benchmarks if multiple areas were cited.)
5. What, directives, recommendations, requirements, and/or suggestions have been given to the principal? (Identify specifics to each improvement area.)

6. What resources, guidance, follow-up will be provided for the principal? (Identify specifics to each area, as appropriate.)

7. Record of meetings, observations, conferences, support activities, professional development, shadowing etc. related to improving principal performance. (Collected by the principal and supervisor.)

Activity	Date	Note (if necessary)

8. Signatures of principal, union representative and supervisor (indicates awareness of plan to help principal improve).

Position	Name	Signature	Date
Principal			
Union Representative			
Supervisor			

A copy of this P.I.P. must be submitted to the Assistant Superintendent for Human Resources.

cc: Personnel file

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

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

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

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

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

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

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

- Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year
- Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal
- Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent
- Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction
- Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO
- Assure that Student Growth/Value Added Measure will be used where applicable
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner
- Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations
- If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date: Scott McGill 2/28/14

Teachers Union President Signature: Date: Michelle Licht 2/28/14

Administrative Union President Signature: Date: Charles Blk 2/28/14

Board of Education President Signature: Date: Michael Liffman 2/28/14