



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

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

August 23, 2012

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

Dear Superintendent Martzloff:

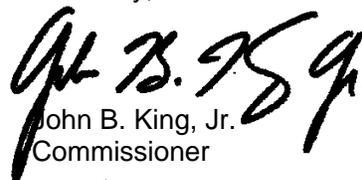
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: Donald A. Ogilvie

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

# Annual Professional Performance Reviews: 2012-13

Created Thursday, May 31, 2012

Updated Friday, August 17, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number :

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

*140203060000*

#### 1.2) School District Name:

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

*Williamsville Central Schools*

#### 1.3) School Improvement Grant (SIG) Districts Only

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

*(No response)*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Wednesday, May 23, 2012

Updated Friday, August 17, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	4th Grade ELA and Math State Assessments
1	School-or BOCES-wide, group or team results based on State assessments	4th Grade ELA and Math State Assessments
2	School-or BOCES-wide, group or team results based on State assessments	4th Grade ELA and Math State 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Measures in this section will be used for growth. All teachers will share the same HEDI structure: <ul style="list-style-type: none"> <li>•13 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an ineffective score;</li> </ul>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	85-100% of students meeting their target will result in a highly effective score; See attached file Tablefor2.11_2.docx
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	70-84% of students meeting their target will result in an effective score; See attached file Tablefor2.11_2.docx
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	50-69% of students meeting their target will result in a developing score; See attached file Tablefor2.11_2.docx
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## 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	4th Grade ELA and Math State Assessments
1	School-or BOCES-wide, group or team results based on State assessments	4th Grade ELA and Math State Assessments
2	School-or BOCES-wide, group or team results based on State assessments	4th Grade ELA and Math State 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Measures in this section will be used for growth. All teachers will share the same HEDI structure: <ul style="list-style-type: none"> <li>•13 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> </ul>
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## 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>Measures in this section will be used for growth. All teachers will share the same HEDI structure:</p> <ul style="list-style-type: none"> <li>•13 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an ineffective score;</li> </ul>
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## 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Measures in this section will be used for growth. All teachers will share the same HEDI structure: <ul style="list-style-type: none"> <li>•13 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an ineffective score;</li> </ul>
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## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	School-/BOCES-wide group/team results based on State assessments	Global History and Geography Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Measures in this section will be used for growth. All teachers will share the same HEDI structure: <ul style="list-style-type: none"> <li>•13 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an ineffective score;</li> </ul>
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## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Measures in this section will be used for growth. All teachers will share the same HEDI structure: <ul style="list-style-type: none"> <li>•13 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an ineffective score;</li> </ul>
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## 2.8) High School Math Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Measures in this section will be used for growth. All teachers will share the same HEDI structure: <ul style="list-style-type: none"> <li>•13 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an ineffective score;</li> </ul>
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## 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	Composite of all Regents Exams given
Grade 10 ELA	School-/BOCES-wide group/team results based on State assessments	Composite of all Regents Exams given
Grade 11 ELA	Regents assessment	Comprehensive English Regents

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Measures in this section will be used for growth. All teachers will share the same HEDI structure:
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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. All teachers will share the same HEDI structure: <ul style="list-style-type: none"> <li>•13 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an ineffective score;</li> </ul>
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If you need additional space, upload a copy of "Form 2.10: All Other Courses" as an attachment for review. Click here for a downloadable copy of Form 2.10. (MS Word)

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/132625-TXEttx9bQW/Tablefor2.11\_2.docx*

## 2.12) Locally Developed Controls

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

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

*The targets will be set collaboratively among teachers, principals, and district administrators. Appropriate targets will consider past performance, trend data, and baseline information specific to students with disabilities and English language learners.*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, May 29, 2012  
Updated Friday, August 17, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

### 3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Measures in this section will be used for achievement. All teachers will share the same HEDI structure: <ul style="list-style-type: none"> <li>•11 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an ineffective score;</li> </ul>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their target will result in a highly effective score; See attached file Tablefor3.3_1.docx
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of students meeting their target will result in an effective score; See attached file Tablefor3.3_1.docx
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meeting their target will result in a developing score; See attached file Tablefor3.3_1.docx
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meeting their target will result in an ineffective score; See attached file Tablefor3.3_1.docx

### 3.2) Grades 4-8 Math

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

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

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. All teachers will share the same HEDI structure:</p> <ul style="list-style-type: none"> <li>•11 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an ineffective score;</li> </ul>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>85-100% of students meeting their target will result in a highly effective score; See attached file Tablefor3.3_1.docx</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>70-84% of students meeting their target will result in an effective score; See attached file Tablefor3.3_1.docx</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>50-69% of students meeting their target will result in a developing score; See attached file Tablefor3.3_1.docx</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-49% of students meeting their target will result in an ineffective score; See attached file Tablefor3.3_1.docx</p>

### 3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/135864-rhJdBgDruP/Tablefor3.3\\_1.docx](assets/survey-uploads/5139/135864-rhJdBgDruP/Tablefor3.3_1.docx)

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

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

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

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

Measures based on:

1) The change in percentage of a teacher’s students who achieve a specific level of performance as determined locally, on such

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

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

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

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

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. All teachers will share the same HEDI structure: <ul style="list-style-type: none"> <li>•13 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an ineffective score;</li> </ul>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their target will result in a highly effective score; See attached file Tablefor3.13_1.docx
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of students meeting their target will result in an effective score; See attached file Tablefor3.13_1.docx
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meeting their target will result in a developing score; See attached file Tablefor3.13_1.docx
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meeting their target will result in an ineffective score; See attached file Tablefor3.13_1.docx

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Math Enterprise
1	4) State-approved 3rd party assessments	STAR Math Enterprise
2	4) State-approved 3rd party assessments	STAR Math Enterprise
3	4) State-approved 3rd party assessments	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.	Measures in this section will be used for achievement. All teachers will share the same HEDI structure: <ul style="list-style-type: none"> <li>•13 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an ineffective score;</li> </ul>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their target will result in a highly effective score; See attached file Tablefor3.13_1.docx
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of students meeting their target will result in an effective score; See attached file Tablefor3.13_1.docx
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meeting their target will result in a developing score; See attached file Tablefor3.13_1.docx
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meeting their target will result in an ineffective score; See attached file Tablefor3.13_1.docx

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Williamsville-Developed 6th Grade Science Assessment
7	5) District, regional, or BOCES–developed assessments	Williamsville-Developed 7th Grade Science Assessment
8	3) Teacher specific achievement or growth score computed locally	8th Grade State 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. All teachers will share the same HEDI structure: <ul style="list-style-type: none"> <li>•13 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an</li> </ul>
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	ineffective score;
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their target will result in a highly effective score; See attached file Tablefor3.13_1.docx
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of students meeting their target will result in an effective score; See attached file Tablefor3.13_1.docx
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meeting their target will result in a developing score; See attached file Tablefor3.13_1.docx
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meeting their target will result in an ineffective score; See attached file Tablefor3.13_1.docx

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Williamsville-Developed 6th Grade Social Studies Assessment
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. All teachers will share the same HEDI structure: <ul style="list-style-type: none"> <li>•13 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an ineffective score;</li> </ul>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their target will result in a highly effective score; See attached file Tablefor3.13_1ocx

Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of students meeting their target will result in an effective score; See attached file Tablefor3.13_1ocx
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meeting their target will result in a developing score; See attached file Tablefor3.13_1ocx
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meeting their target will result in an ineffective score; See attached file Tablefor3.13_1ocx

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Global History and Geography Regents
Global 2	3) Teacher specific achievement or growth score computed locally	Global History and Geography Regents
American History	3) Teacher specific achievement or growth score computed locally	American History and Government Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Measures in this section will be used for achievement. All teachers will share the same HEDI structure: <ul style="list-style-type: none"> <li>•13 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an ineffective score;</li> </ul>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their target will result in a highly effective score; See attached file Tablefor3.13_1ocx
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of students meeting their target will result in an effective score; See attached file Tablefor3.13_1ocx

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meeting their target will result in a developing score; See attached file Tablefor3.13_1.docx
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meeting their target will result in an ineffective score; See attached file Tablefor3.13_1.docx

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	3) Teacher specific achievement or growth score computed locally	Living Environment Regents
Earth Science	3) Teacher specific achievement or growth score computed locally	Earth Science Regents
Chemistry	3) Teacher specific achievement or growth score computed locally	Chemistry Regents
Physics	3) Teacher specific achievement or growth score computed locally	Physics Regents

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.	Measures in this section will be used for achievement. All teachers will share the same HEDI structure: <ul style="list-style-type: none"> <li>•13 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an ineffective score;</li> </ul>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their target will result in a highly effective score; See attached file Tablefor3.13_1.docx
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of students meeting their target will result in an effective score; See attached file Tablefor3.13_1.docx

Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meeting their target will result in a developing score; See attached file Tablefor3.13_1.docx
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meeting their target will result in an ineffective score; See attached file Tablefor3.13_1.docx

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	3) Teacher specific achievement or growth score computed locally	Integrated Algebra Regents
Geometry	3) Teacher specific achievement or growth score computed locally	Geometry Regents
Algebra 2	3) Teacher specific achievement or growth score computed locally	Algebra 2/Trigonometry Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Measures in this section will be used for achievement. All teachers will share the same HEDI structure: <ul style="list-style-type: none"> <li>•13 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an ineffective score;</li> </ul>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their target will result in a highly effective score; See attached file Tablefor3.13_1.docx
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of students meeting their target will result in an effective score; See attached file Tablefor3.13_1.docx
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meeting their target will result in a developing score; See attached file Tablefor3.13_1.docx
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	0-49% of students meeting their target will result in an ineffective score;

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Comprehensive English Regents
Grade 10 ELA	6(ii) School wide measure computed locally	Comprehensive English Regents
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	Comprehensive English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Measures in this section will be used for achievement. All teachers will share the same HEDI structure:</p> <ul style="list-style-type: none"> <li>•13 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an ineffective score;</li> </ul>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	85-100% of students meeting their target will result in a highly effective score; See attached file Tablefor3.13_1.docx
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	70-84% of students meeting their target will result in an effective score; See attached file Tablefor3.13_1.docx
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	50-69% of students meeting their target will result in a developing score; See attached file Tablefor3.13_1.docx
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-49% of students meeting their target will result in an ineffective score; See attached file Tablefor3.13_1.docx

### 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--Kindergarten	5) District/regional/BOCES--developed	Williamsville-Developed Kindergarten Art Assessment
Art--Grade 1	5) District/regional/BOCES--developed	Williamsville-Developed Grade 1 Art Assessment
Art--Grade 2	5) District/regional/BOCES--developed	Williamsville-Developed Grade 2 Art Assessment
Art--Grade 3	5) District/regional/BOCES--developed	Williamsville-Developed Grade 3 Art Assessment
Art--Grade 4	5) District/regional/BOCES--developed	Williamsville-Developed Grade 4 Art Assessment
Art--Grade 5	5) District/regional/BOCES--developed	Williamsville-Developed Grade 5 Art Assessment
Art--Grade 6	5) District/regional/BOCES--developed	Williamsville-Developed Grade 6 Art Assessment
Art--Grade 7	5) District/regional/BOCES--developed	Williamsville-Developed Grade 7 Art Assessment
Art--Grade 8	5) District/regional/BOCES--developed	Williamsville-Developed Grade 8 Art Assessment
Studio in Art	5) District/regional/BOCES--developed	Williamsville-Developed Studio in Art Assessment
AP Studio in Art	3) Teacher specific achievement/growth score computed locally	AP Studio Art Exam
Studio in Drawing and Painting	5) District/regional/BOCES--developed	Williamsville-Developed Studio in Drawing and Painting Assessment
Advanced Studio in Drawing and Painting	5) District/regional/BOCES--developed	Williamsville-Developed Advanced Studio in Drawing and Painting Assessment
Advanced Studio in Photography	5) District/regional/BOCES--developed	Williamsville-Developed Advanced Studio in Photography Assessment
Studio in Sculpture and Ceramics	5) District/regional/BOCES--developed	Williamsville-Developed Studio in Sculpture and Ceramics Assessment
Design for the Graphic Artist	5) District/regional/BOCES--developed	Williamsville-Developed Design for the Graphic Artist Assessment
Visual Presentation	5) District/regional/BOCES--developed	Williamsville-Developed Visual Presentation 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

For all additional courses, as applicable: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is

possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>Measures in this section will be used for achievement. All teachers will share the same HEDI structure:</p> <ul style="list-style-type: none"> <li>•13 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an ineffective score;</li> </ul>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>85-100% of students meeting their target will result in a highly effective score; See attached file Tablefor3.13_1.docx</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>70-84% of students meeting their target will result in an effective score; See attached file Tablefor3.13_1.docx</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>50-69% of students meeting their target will result in a developing score; See attached file Tablefor3.13_1.docx</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>0-49% of students meeting their target will result in an ineffective score; See attached file Tablefor3.13_1.docx</p>

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

[assets/survey-uploads/5139/135864-Rp0Ol6pk1T/Form\\_3\\_12\\_All\\_Other\\_Courses\\_2.doc](assets/survey-uploads/5139/135864-Rp0Ol6pk1T/Form_3_12_All_Other_Courses_2.doc)

### 3.13) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/135864-y92vNseFa4/Tablefor3.13\\_1.docx](assets/survey-uploads/5139/135864-y92vNseFa4/Tablefor3.13_1.docx)

### 3.14) Locally Developed Controls

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

*The targets will be set collaboratively among teachers, the Williamsville Teacher Association, principals, and District administrators. Appropriate targets will consider past performance, trend data, and baseline information specific to students with disabilities and English language learners.*

### 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.

*We will average the scores of teachers who have more than one locally selected measure. For example, if a 2nd grade teacher earns 14 points on the ELA measure and 8 points on the math measure, the final score will be 11 points, which is the average of 14 and 8. This would then translate into the appropriate HEDI rating category.*

*In the case of multiple SLOs, weighting would applied, as needed, based on nubers of students included in the SLOs.*

### 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 Thursday, May 31, 2012

Updated Friday, August 17, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*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 (e.g., "probationary teachers"):

*(No response)*

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

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*Teachers will be evaluated in each of the ten rubric categories and assigned a score out of 4. These subscores will be totaled for a score out of 40. 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.*

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

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	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

4.6) Observations of Probationary Teachers   Formal/Long	1
4.6) Observations of Probationary Teachers   Informal/Short	1
4.6) Observations of Probationary Teachers   Enter Total	2

By trained in-school peer teachers or other trained reviewers

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

Informal/Short	0
----------------	---

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
-

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

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- In Person
-

# 5. Composite Scoring (Teachers)

Created Thursday, May 31, 2012

Updated Friday, August 17, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

## 6. Additional Requirements - Teachers

Created Tuesday, June 12, 2012

Updated Friday, August 17, 2012

### Page 1

#### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

#### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/142117-Df0w3Xx5v6/WCSDTIP\\_1.docx](assets/survey-uploads/5265/142117-Df0w3Xx5v6/WCSDTIP_1.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 begins when the State notifies members of their composite scores.
- 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.
- 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 of 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 receipt of the composite scores.

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

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

### *Certification of Williamsville Central School District Lead Evaluators*

*Section 30-2.9 of the Rules of the Board of Regents provides that, in order to be certified as lead evaluators, administrators must be trained in the following nine elements:*

#### *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 current administrators have been training in the ISLLC Standards; new administrators will be trained, as needed.
- Time will be devoted at District-level principals' meetings to examining case studies that reflect application of the ISLLC standards in a leadership setting.

##### *2. Evidence-based observation techniques*

- All administrators have been provided with training on evidence-based observation techniques.
- Additional professional development has been incorporated into the June and August Thoughtful Classroom Framework training.
- Targeted trainings on evidence-based observations will be scheduled throughout the summer/fall with Thoughtful Classroom

trainers. Professional development also will be provided by District personnel through the District professional development program. Emphasis also will on this item at principals' meetings.

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 developed to present to all administrators; Training will take place in late summer/early fall.

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

- Thoughtful Classroom Rubric training for teacher evaluation taking place in June and August will include all teacher evaluators.

Inter-rater reliability was a significant component of the Thoughtful Classroom Rubric training. The training group worked with Dr. Harvey Silver 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 will be utilized when Dr. Silver returns to the District to deliver follow-up professional development as well as in District trainings with District personnel. This will be an 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.

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, and STAR math assessments are the only State-approved third party assessments that will require training; administrators will be included in teacher trainings on their use.

- 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 are 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 in the scoring 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 K-8 ELA and Math for the locally-selected measure of student achievement will assist in generating data to support EL 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. The Superintendent will certify the 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

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• Checked

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## 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
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## 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
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6.7) Assurances -- Data   Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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6.7) Assurances -- Data   Assure scores for all teachers will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.	Checked
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# 7. Growth on State Assessments or Comparable Measures (Principals)

Created Thursday, May 31, 2012

Updated Friday, August 17, 2012

## Page 1

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

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

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

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

5-8
9-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	All principals will share the same HEDI structure: <ul style="list-style-type: none"><li>•13 “effective” points will be earned for achieving the target exactly.</li><li>•85-100% of students meeting their target will result in a highly effective score;</li><li>•70-84% of students meeting their target will result in an effective score;</li><li>•50-69% of students meeting their target will result in a developing score;</li><li>•0-49% of students meeting their target will result in an ineffective score;</li></ul>
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	see attached file Tablefor7.3.docx
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	see attached file Tablefor7.3.docx
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	see attached file Tablefor7.3.docx
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	see attached file Tablefor7.3.docx

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

[assets/survey-uploads/5365/137128-lha0DogRNw/Tablefor7.3.docx](#)

## 7.4) Special Considerations for Comparable Growth Measures

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

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

*The targets will be set collaboratively and will consider past performance, trend data, and baseline information specific to students with disabilities and English language learners.*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Thursday, June 21, 2012

Updated Friday, August 17, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	STAR Reading Enterprise
9-12	(f) % of students with advanced Regents or honors	Regents Exams

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<p>All principals will share the same HEDI structure:</p> <ul style="list-style-type: none"> <li>•11 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an ineffective score;</li> </ul>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached file Tablefor8.1.docx
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached file Tablefor8.1.docx
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	see attached file Tablefor8.1.docx

grade/subject.

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

see attached file Tablefor8.1.docx

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

(No response)

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

assets/survey-uploads/5366/144741-qBFVOWF7fC/Tablefor8.1\_1.docx

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<p>All principals will share the same HEDI structure:</p> <ul style="list-style-type: none"> <li>•13 “effective” points will be earned for achieving the target exactly.</li> <li>•85-100% of students meeting their target will result in a highly effective score;</li> <li>•70-84% of students meeting their target will result in an effective score;</li> <li>•50-69% of students meeting their target will result in a developing score;</li> <li>•0-49% of students meeting their target will result in an ineffective score;</li> </ul>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached file Tablefor8.2.docx
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached file Tablefor8.2.docx
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attached file Tablefor8.2.docx

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

see attached file Tablefor8.2.docx

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

*The targets will be set collaboratively with principals and the Williamsville Administrators Association (WAA) and will consider past performance, trend data, and baseline information specific to students with disabilities and English language learners.*

### 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.

*We will average the scores of principals who have more than one locally selected measure. For example, if an elementary principal earns 14 points on the ELA measure and 8 points on the math measure, the final score will be 11 points, which is the average of 14 and 8.*

### 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 Thursday, May 31, 2012

Updated Friday, August 17, 2012

## Page 1

### 9.1) Principal Practice Rubric

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

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

*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 points assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	0
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If the above points assignment is not for "all principals," fill out an additional copy of "Form 9.2: Points Within Other Measures" for each group of principals, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

(No response)

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

(No response)

(No response)

(No response)

### 9.6) Assurances

Please check all of the boxes below:

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

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

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

*Principals will be evaluated in 6 domains. 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, Improvement Necessary--worth .5 points, or Does Not Meet Standards--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.*

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

[assets/survey-uploads/5143/137139-pMADJ4gk6R/rubricalignprincipals\\_1.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: Rubricalignprincipals.xlsx  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: Rubricalignprincipals.xlsx 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: Rubricalignprincipals.xlsx 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: Rubricalignprincipals.xlsx 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, June 26, 2012

Updated Friday, August 17, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Thursday, June 07, 2012

Updated Friday, August 17, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/140286-Df0w3Xx5v6/WCSDPIP\\_1.docx](assets/survey-uploads/5276/140286-Df0w3Xx5v6/WCSDPIP_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:

*A.P.P.R.*

*ADMINISTRATOR APPEALS PROCESS*

- 1. WAA member may initiate an appeal when he or she receives a rating of developing or ineffective.*
- 2. The timeline for the appeal process begins on the date that the composite score determined by the NYS Education Department rating is communicated to the member.*
- 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.*
- 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 and Certification of Lead Evaluators and Evaluators

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

### *Certification of Williamsville Central School District Lead Evaluators*

*Section 30-2.9 of the Rules of the Board of Regents provides that, in order to be certified as lead evaluators, administrators must be trained in the following nine elements:*

#### *Certification Criteria and Current State or Plan for Implementation*

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

- Principal evaluator(s) have been trained in the ISLLC standards and NYS Teaching Standards; Trainings also have been held in all building with administrators present and participating.*
- All current administrators have been training 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.*
- Additional professional development has been incorporated into the summer Marshall Principal Rubric training.*
- Targeted trainings on evidence-based observations will be scheduled throughout the summer/fall with vendors and the District, as needed. Professional development available through BOCES also will be utilized.*

##### *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 developed to present to all administrators; Training will take place in late summer/early fall.*

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

- Marshall Principal Rubric training for principal evaluation is scheduled for fall.*

*Inter-rater reliability will be a significant component of the Marshall Principal Rubric training. The training group will work with the vendor/trainer to view video, discuss evidence, apply the rubric, and to translate rubric results into appropriate ratings. Both similarities and differences will be discussed in detail. Any differences in ratings will be discussed and to build consensus among evaluators.*

*This will continue to be an area of emphasis in efforts to enhance and ensure inter-rater reliability among evaluators.*

##### *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, and STAR math assessments are the only State-approved third party assessments that will require training; administrators will be included in teacher trainings on their use.*
- 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 are 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 Administrators Association (WAA), have and will continue to participate in the scoring 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 K-8 ELA and Math for the locally-selected measure of student achievement will assist in generating data to support EL 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 be offered to build and refine skills.

The Superintendent will certify the 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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Thursday, May 31, 2012

Updated Friday, August 17, 2012

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### Page 1

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

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

[assets/survey-uploads/5581/137107-3Uqgn5g9Iu/Williamsville CSD APPR Joint Certification Form 8-17-12.pdf](assets/survey-uploads/5581/137107-3Uqgn5g9Iu/Williamsville_CSD_APPR_Joint_Certification_Form_8-17-12.pdf)

#### File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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



## **T.I.P. – Teacher Improvement Plan**

Teacher:

Date:

Subject/Grade:

School:

1. What are the teacher improvement areas?
2. What evidence, produced by the teacher, 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 teacher? (Identify specifics to each improvement area.)

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

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

Activity	Date	Note (if necessary)

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

Position	Name	Signature	Date
Teacher			
Principal/Supervisor			
Union Representative			

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

cc: Personnel file

HEDI Scoring	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	93-100%	85-92%	83-84%	81-82%	79-80%	76-78%	73-75%	70-72%	66-69%	62-65%	58-61%	54-57%	50-53%	44-49%	31-43%	0-30%

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%	91-95%	85-90%	84%	83%	82%	81%	80%	77-79%	75-76%	72-74%	70-71%	66-69%	62-65%	59-61%	56-58%	53-55%	50-52%	44-49%	31-43%	0-30%

# Rubric Alignment

<u>Rubric Score</u>	<u>60-point score</u>	<u>HEDI Level</u>
0-21	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 teacher? (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

HEDI Scoring	Highly Effective		Effective						Developing					Ineffective		
	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
	93-100%	85-92%	83-84%	81-82%	79-80%	76-78%	73-75%	70-72%	66-69%	62-65%	58-61%	54-57%	50-53%	44-49%	31-43%	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
<i>**Measures in this section are used for achievement</i>		
Alg. 2 & Trig. A	3) Teacher specific achievement/growth score computed locally	Algebra 2/Trigonometry Regents
AP Biology	3) Teacher specific achievement/growth score computed locally	AP Biology Exam
AP Calculus AB	3) Teacher specific achievement/growth score computed locally	AP Calculus AB Exam
AP Calculus BC	3) Teacher specific achievement/growth score computed locally	AP Calculus BC Exam
AP Chemistry	3) Teacher specific achievement/growth score computed locally	AP Chemistry Exam
AP Computer Science	3) Teacher specific achievement/growth score computed locally	AP Computer Science Exam
AP Lang	3) Teacher specific achievement/growth score computed locally	AP English Language Exam
AP Lit	3) Teacher specific achievement/growth score computed locally	AP English Literature Exam
AP Environmental Science	3) Teacher specific achievement/growth score computed locally	AP Environmental Science Exam
AP French	3) Teacher specific achievement/growth score computed locally	AP French Exam
AP German	3) Teacher specific achievement/growth score computed locally	AP German Exam
AP Latin	3) Teacher specific achievement/growth score computed locally	AP Latin Exam
AP Macro Economics	3) Teacher specific achievement/growth score computed locally	AP Macro Economics Exam
AP Music Theory	3) Teacher specific achievement/growth score	AP Music Theory Exam

	computed locally	
AP Physics	3) Teacher specific achievement/growth score computed locally	AP Physics Exam
AP Spanish	3) Teacher specific achievement/growth score computed locally	AP Spanish Exam
AP Statistics	3) Teacher specific achievement/growth score computed locally	AP Statistics Exam
AP US History	3) Teacher specific achievement/growth score computed locally	AP US History Exam
3A German	5) District/regional/BOCES–developed	Williamsville Created Comprehensive German Exam
3A Latin	5) District/regional/BOCES–developed	Williamsville Created Comprehensive Latin Exam
Comprehensive French	5) District/regional/BOCES–developed	Williamsville Created Comprehensive French Exam
3A French	5) District/regional/BOCES–developed	Williamsville Created Comprehensive French Exam
Comprehensive Spanish	5) District/regional/BOCES–developed	Williamsville Created Comprehensive Spanish Exam
3A Spanish	5) District/regional/BOCES–developed	Williamsville Created Comprehensive Spanish Exam
Geometry A	3) Teacher specific achievement/growth score computed locally	Geometry Regents
Integrated Algebra A	3) Teacher specific achievement/growth score computed locally	Integrated Algebra Regents
ESL	3) Teacher specific achievement/growth score computed locally	NYSESLAT
PLTW – DDP	5) District/regional/BOCES–developed	Williamsville Created PLTW Assessment
PLTW – CIM	5) District/regional/BOCES–developed	Williamsville Created

		PLTW Assessment
PLTW – DE	5) District/regional/BOCES–developed	Williamsville Created PLTW Assessment
PLTW – POE	5) District/regional/BOCES–developed	Williamsville Created PLTW Assessment
PLTW – CEA	5) District/regional/BOCES–developed	Williamsville Created PLTW Assessment
PLTW – EDD	5) District/regional/BOCES–developed	Williamsville Created PLTW Assessment
10-Health	5) District/regional/BOCES–developed	Williamsville-Created 10-Health Assessment
10-PE	5) District/regional/BOCES–developed	Williamsville-Created 10-PE Assessment
11-PE	5) District/regional/BOCES–developed	Williamsville-Created 11-PE Assessment
12-Health	5) District/regional/BOCES–developed	Williamsville-Created 12-Health Assessment
12-PE	5) District/regional/BOCES–developed	Williamsville-Created 12-PE Assessment
1-PE	5) District/regional/BOCES–developed	Williamsville-Created 1-PE Assessment
1R German	5) District/regional/BOCES–developed	Williamsville-Created 1R German Assessment
1R Latin	5) District/regional/BOCES–developed	Williamsville-Created 1R Latin Assessment
2-PE	5) District/regional/BOCES–developed	Williamsville-Created 2-PE Assessment
3-PE	5) District/regional/BOCES–developed	Williamsville-Created 3-PE Assessment
4A French	5) District/regional/BOCES–developed	Williamsville-Created 4A French Assessment
4A German	5) District/regional/BOCES–developed	Williamsville-Created 4A German Assessment
4A Latin	5) District/regional/BOCES–developed	Williamsville-Created 4A

		Latin Assessment
4A Spanish	5) District/regional/BOCES–developed	Williamsville-Created 4A Spanish Assessment
4-PE	5) District/regional/BOCES–developed	Williamsville-Created 4-PE Assessment
5A French	5) District/regional/BOCES–developed	Williamsville-Created 5A French Assessment
5A German	5) District/regional/BOCES–developed	Williamsville-Created 5A German Assessment
5A Latin	5) District/regional/BOCES–developed	Williamsville-Created 5A Latin Assessment
5A Spanish	5) District/regional/BOCES–developed	Williamsville-Created 5A Spanish Assessment
5-PE	5) District/regional/BOCES–developed	Williamsville-Created 5-PE Assessment
6-PE	5) District/regional/BOCES–developed	Williamsville-Created 6-PE Assessment
7-PE	5) District/regional/BOCES–developed	Williamsville-Created 7-PE Assessment
8/1R French	5) District/regional/BOCES–developed	Williamsville-Created 8/1R French Assessment
8/1R Spanish	5) District/regional/BOCES–developed	Williamsville-Created 8/1R Spanish Assessment
8-Health	5) District/regional/BOCES–developed	Williamsville-Created 8-Health Assessment
8-PE	5) District/regional/BOCES–developed	Williamsville-Created 8-PE Assessment
9-Health	5) District/regional/BOCES–developed	Williamsville-Created 9-Health Assessment
9-PE	5) District/regional/BOCES–developed	Williamsville-Created 9-PE Assessment
Advanced Microsoft	5) District/regional/BOCES–developed	Williamsville-Created Advanced Microsoft

	Applications		Applications Assessment
	Advanced Woodworking	5) District/regional/BOCES–developed	Williamsville-Created Advanced Woodworking Assessment
	Advertising and Media Relations	5) District/regional/BOCES–developed	Williamsville-Created Advertising and Media Relations Assessment
	Alg. 2 & Trig.	5) District/regional/BOCES–developed	Williamsville-Created Alg. 2 & Trig. Assessment
	Anatomy & Physiology	5) District/regional/BOCES–developed	Williamsville-Created Anatomy & Physiology Assessment
	Architectural Design & Drawing	5) District/regional/BOCES–developed	Williamsville-Created Architectural Design & Drawing Assessment
	Business and Personal Law	5) District/regional/BOCES–developed	Williamsville-Created Business and Personal Law Assessment
	Calculus 5R	5) District/regional/BOCES–developed	Williamsville-Created Calculus 5R Assessment
	Chemistry (non regents)	5) District/regional/BOCES–developed	Williamsville-Created Chemistry (non regents) Assessment
	College and Career Communications	5) District/regional/BOCES–developed	Williamsville-Created College and Career Communications Assessment
	Computer Programming	5) District/regional/BOCES–developed	Williamsville-Created Computer Programming Assessment
	Construction / Prod Res & Devel	5) District/regional/BOCES–developed	Williamsville-Created Construction / Prod Res & Devel Assessment
	Digital Photo 1	5) District/regional/BOCES–developed	Williamsville-Created Digital Photo 1 Assessment

Digital Photo 2	5) District/regional/BOCES–developed	Williamsville-Created Digital Photo 2 Assessment
Economics	5) District/regional/BOCES–developed	Williamsville-Created Economics Assessment
Electronics	5) District/regional/BOCES–developed	Williamsville-Created Electronics Assessment
Energy / Aerospace	5) District/regional/BOCES–developed	Williamsville-Created Energy / Aerospace Assessment
Entrepreneurship	5) District/regional/BOCES–developed	Williamsville-Created Entrepreneurship Assessment
Environmental Science	5) District/regional/BOCES–developed	Williamsville-Created Environmental Science Assessment
Exploring Computer Science	5) District/regional/BOCES–developed	Williamsville-Created Exploring Computer Science Assessment
Science—Grade 4	3) Teacher specific achievement/growth score computed locally	NYS Grade 4 ELS
Finance	5) District/regional/BOCES–developed	Williamsville-Created Finance Assessment
Forensics	5) District/regional/BOCES–developed	Williamsville-Created Forensics Assessment
Fundamentals of Algebra	5) District/regional/BOCES–developed	Williamsville-Created Fundamentals of Algebra Assessment
Geometry	5) District/regional/BOCES–developed	Williamsville-Created Geometry Assessment
Gr. 4 Band	5) District/regional/BOCES–developed	Williamsville-Created Gr. 4 Band Assessment
Gr. 4 Chorus	5) District/regional/BOCES–developed	Williamsville-Created Gr. 4 Chorus Assessment
Gr. 4 Orchestra	5) District/regional/BOCES–developed	Williamsville-Created Gr. 4 Orchestra Assessment

Gr. 5 Classroom Music	5) District/regional/BOCES–developed	Williamsville-Created Gr. 5 Classroom Assessment
Gr. 5/6 Band	5) District/regional/BOCES–developed	Williamsville-Created Gr. 5/6 Band Assessment
Gr. 5/6 Chorus	5) District/regional/BOCES–developed	Williamsville-Created Gr. 5/6 Chorus Assessment
Gr. 5/6 Orchestra	5) District/regional/BOCES–developed	Williamsville-Created Gr. 5/6 Orchestra Assessment
Gr. 6 Home & Career Skills	5) District/regional/BOCES–developed	Williamsville-Created Gr. 6 Home & Career Skills Assessment
Gr. 7 Classroom Music	5) District/regional/BOCES–developed	Williamsville-Created Gr. 7 Classroom Assessment
Gr. 7 Home & Career Skills	5) District/regional/BOCES–developed	Williamsville-Created Gr. 7 Home & Career Skills Assessment
Gr. 7/8 Band	5) District/regional/BOCES–developed	Williamsville-Created Gr. 7/8 Band Assessment
Gr. 7/8 Chorus	5) District/regional/BOCES–developed	Williamsville-Created Gr. 7/8 Chorus Assessment
Gr. 7/8 Orchestra	5) District/regional/BOCES–developed	Williamsville-Created Gr. 7/8 Orchestra Assessment
Gr. 8 Home & Career Skills	5) District/regional/BOCES–developed	Williamsville-Created Gr. 8 Home & Career Skills Assessment
Gr. 9-12 Band	5) District/regional/BOCES–developed	Williamsville-Created Gr. 9-12 Band Assessment
Gr. 9-12 Chorus	5) District/regional/BOCES–developed	Williamsville-Created Gr. 9-12 Chorus Assessment
Gr. 9-12 Orchestra	5) District/regional/BOCES–developed	Williamsville-Created Gr. 9-12 Orchestra Assessment

Introduction to Business/Study Skills	5) District/regional/BOCES–developed	Williamsville-Created Introduction to Business/Study Skills Assessment
Jazz Improvisation	5) District/regional/BOCES–developed	Williamsville-Created Jazz Improvisation Assessment
K-PE	5) District/regional/BOCES–developed	Williamsville-Created K-PE Assessment
Manufacturing / Material Process	5) District/regional/BOCES–developed	Williamsville-Created Manufacturing / Material Process Assessment
Math Connections	5) District/regional/BOCES–developed	Williamsville-Created Math Connections Assessment
Microsoft Office Applications and Keyboarding	5) District/regional/BOCES–developed	Williamsville-Created Microsoft Office Applications and Keyboarding Assessment
Music in our Lives	5) District/regional/BOCES–developed	Williamsville-Created Music in our Lives Assessment
Music Theory	5) District/regional/BOCES–developed	Williamsville-Created Music Theory Assessment
Music--Grade 1	5) District/regional/BOCES–developed	Williamsville-Created Music--Grade 1 Assessment
Music--Grade 2	5) District/regional/BOCES–developed	Williamsville-Created Music--Grade 2 Assessment
Music--Grade 3	5) District/regional/BOCES–developed	Williamsville-Created Music--Grade 3 Assessment
Music--Grade 4	5) District/regional/BOCES–developed	Williamsville-Created Music--Grade 4 Assessment

Music-- Kindergarten	5) District/regional/BOCES--developed	Williamsville-Created Music--Kindergarten Assessment
Participation in Government	5) District/regional/BOCES--developed	Williamsville-Created Participation in Government Assessment
Physics (non regents)	5) District/regional/BOCES--developed	Williamsville-Created Physics (non regents) Assessment
Pre-Calculus A	5) District/regional/BOCES--developed	Williamsville-Created Pre-Calculus A Assessment
Pre-Calculus	5) District/regional/BOCES--developed	Williamsville-Created Pre-Calculus Assessment
Pre-Calculus R	5) District/regional/BOCES--developed	Williamsville-Created Pre-Calculus R Assessment
Principles of Marketing	5) District/regional/BOCES--developed	Williamsville-Created Principles of Marketing Assessment
Science--Grade 5	5) District/regional/BOCES--developed	Williamsville-Created Science--Grade 5 Assessment
Social Studies-- Grade 4	6(ii) School wide measure computed locally	NYS Grade 4 ELA
Social Studies-- Grade 5	5) District/regional/BOCES--developed	Williamsville-Created Social Studies--Grade 5 Assessment
Statistics	5) District/regional/BOCES--developed	Williamsville-Created Statistics Assessment
Technology-- Grade 8	5) District/regional/BOCES--developed	Williamsville-Created Technology-- Grade 8 Assessment
Technology-- Grade 7	5) District/regional/BOCES--developed	Williamsville-Created Technology--Grade 7 Assessment

Transportation	5) District/regional/BOCES–developed	Williamsville-Created Transportation Assessment
Youth Leadership	5) District/regional/BOCES–developed	Williamsville-Created Youth Leadership Assessment
ELA--Grade 12	6(ii) School wide measure computed locally	Comprehensive English Exam
Journalism	6(ii) School wide measure computed locally	Comprehensive English Exam
Creative Writing	6(ii) School wide measure computed locally	Comprehensive English Exam
Public Speaking	6(ii) School wide measure computed locally	Comprehensive English Exam
Theatre	6(ii) School wide measure computed locally	Comprehensive English Exam
Film Study	6(ii) School wide measure computed locally	Comprehensive English Exam
Media Literacy	6(ii) School wide measure computed locally	Comprehensive English Exam
Library--Grade 9	6(ii) School wide measure computed locally	Comprehensive English Exam
Library--Grade 10	6(ii) School wide measure computed locally	Comprehensive English Exam
Library--Grade 11	6(ii) School wide measure computed locally	Comprehensive English Exam
Library--Grade 12	6(ii) School wide measure computed locally	Comprehensive English Exam
6 French	6(ii) School wide measure computed locally	Williamsville Created French Checkpoint A Exam
7 French	6(ii) School wide measure computed locally	Williamsville Created French Checkpoint A Exam
2R French	6(ii) School wide measure computed locally	Williamsville Created French Checkpoint A

		Exam
2A French	6(ii) School wide measure computed locally	Williamsville Created French Checkpoint A Exam
3R French	6(ii) School wide measure computed locally	Williamsville Created French Checkpoint A Exam
2A German	6(ii) School wide measure computed locally	Williamsville Created German Checkpoint A Exam
2A Latin	6(ii) School wide measure computed locally	Williamsville Created Latin Checkpoint A Exam
6 Spanish	6(ii) School wide measure computed locally	Williamsville Created Spanish Checkpoint A Exam
7 Spanish	6(ii) School wide measure computed locally	Williamsville Created Spanish Checkpoint A Exam
2R Spanish	6(ii) School wide measure computed locally	Williamsville Created Spanish Checkpoint A Exam
2A Spanish	6(ii) School wide measure computed locally	Williamsville Created Spanish Checkpoint A Exam
3R Spanish	6(ii) School wide measure computed locally	Williamsville Created Spanish Checkpoint A Exam
Library--Kindergarten	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise
Library--Grade 1	6(ii) School wide measure computed locally	STAR Early Literacy Enterprise
Library--Grade 2	6(ii) School wide measure computed locally	STAR Reading Enterprise
Library--Grade 3	6(ii) School wide measure computed locally	STAR Reading Enterprise

Library--Grade 4	6(ii) School wide measure computed locally	STAR Reading Enterprise
Library--Grade 5	6(ii) School wide measure computed locally	STAR Reading Enterprise
Library--Grade 6	6(ii) School wide measure computed locally	STAR Reading Enterprise
Library--Grade 7	6(ii) School wide measure computed locally	STAR Reading Enterprise
Library--Grade 8	6(ii) School wide measure computed locally	STAR Reading Enterprise



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%	91-95%	85-90%	84%	83%	82%	81%	80%	77-79%	75-76%	72-74%	70-71%	66-69%	62-65%	59-61%	56-58%	53-55%	50-52%	44-49%	31-43%	0-30%

# Rubric Alignment

<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



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

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

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

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

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

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

**Signatures, dates**

Superintendent Signature:    Date:

*Scott Wright*                      8/17/12

Teachers Union President Signature:    Date:

*Michelle H. Lickt*                      8/17/12

Administrative Union President Signature:    Date:

*Chad Kelly*                              8/17/12

Board of Education President Signature:    Date:

*Carrie Kamm*                              8/17/12  
 CARIE KAMM