



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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

December 4, 2012

Scott Smith, Superintendent
Cassadaga Valley Central School District
5935 Rte. 60
Sinclairville, NY 14782

Dear Superintendent Smith:

Congratulations. I am pleased to inform you that your multi-year (2012-2015) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: David O'Rourke

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

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

Annual Professional Performance Reviews: 2012-13

Created Thursday, May 17, 2012

Updated Monday, December 03, 2012

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Disclaimers

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

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district or BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department 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 : 060401040000

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

060401040000

1.2) School District Name: CASSADAGA VALLEY CSD

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

CASSADAGA VALLEY CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

2012-2015

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

Created Thursday, May 17, 2012

Updated Monday, December 03, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.</p>

2.3) Grades K-3 Math

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

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.
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based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

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

A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Erie 2 BOCES developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Erie 2 BOCES developed Grade 7 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.

A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

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

A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers

based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

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

A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

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

A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

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A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Erie 2 BOCES developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Erie 2 BOCES developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Erie 2 BOCES developed Grade 8 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.

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A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

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

A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

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

A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

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

A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

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2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Erie 2 BOCES developed Global 1 Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.
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Developing (3 - 8 points) Results are below District goals for similar students.

A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

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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.

A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

2.8) High School Math Regents Courses

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

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

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

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.

A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

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

A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

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

A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

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

A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

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

A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or

exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Erie 2 BOCES developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Erie 2 BOCES developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	New York State English Language Arts Exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers

based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

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

A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

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

A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Home Careers	District, Regional or BOCES-developed	Cassadaga Valley Central School District developed Grade/Subject Specific Home Careers Assessment
Art	District, Regional or BOCES-developed	Cassadaga Valley Central School District developed Grade/Subject Specific Art Assessment
Physical Education	District, Regional or BOCES-developed	Cassadaga Valley Central School District developed Grade/Subject Specific Physical Education Assessment
Music	District, Regional or BOCES-developed	Cassadaga Valley Central School District developed Grade/Subject Specific Music Assessment
Health	District, Regional or BOCES-developed	Cassadaga Valley Central School District developed Grade/Subject Specific Health Assessment
Spanish	District, Regional or BOCES-developed	Cassadaga Valley Central School District developed Grade/Subject Specific Spanish Assessment
Agriculture	District, Regional or BOCES-developed	Cassadaga Valley Central School District developed Grade/Subject Specific Agriculture Assessment
Business	District, Regional or BOCES-developed	Cassadaga Valley Central School District developed Grade/Subject Specific Business Assessment

Technology	District, Regional or BOCES-developed	Cassadaga Valley Central School District developed Grade/Subject Specific Technology Assessment
Library Skills	District, Regional or BOCES-developed	Cassadaga Valley Central School District developed Grade/Subject Specific Library Skills Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges

are shown in percentage of students meeting growth target scores. See chart in 2.11.

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

A pre-test will be given to establish a baseline for each student. A set of growth targets will be set for each student in conjunction with teachers principals. A post-test will be administered to establish a student growth percentage. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percentage of students meeting growth target scores. See chart in 2.11.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/130607-TXEttx9bQW/APPR Tables 20pt.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.

(No response)

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	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 Thursday, May 17, 2012

Updated Monday, December 03, 2012

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	AIMSWEB
5	4) State-approved 3rd party assessments	AIMSWEB
6	4) State-approved 3rd party assessments	AIMSWEB
7	4) State-approved 3rd party assessments	AIMSWEB
8	4) State-approved 3rd party assessments	AIMSWEB

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.3.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.3.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.3.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.3.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges</p>

are shown in percent of students meeting growth target scores. See charts in 3.3.

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	AIMSWEB
5	4) State-approved 3rd party assessments	AIMSWEB
6	4) State-approved 3rd party assessments	AIMSWEB
7	4) State-approved 3rd party assessments	AIMSWEB
8	4) State-approved 3rd party assessments	AIMSWEB

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.3.

scores. See charts in 3.3.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.3.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.3.

3.3) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/130608-rhJdBgDruP/APPR Tables 15pt_4.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	6(ii) School-wide measure computed locally	Grade 4 Grade 5 New York State Assessments in English Language Arts and Mathematics
1	6(ii) School-wide measure computed locally	Grade 4 Grade 5 New York State Assessments in English Language Arts and Mathematics
2	6(ii) School-wide measure computed locally	Grade 4 Grade 5 New York State Assessments in English Language Arts and Mathematics
3	6(ii) School-wide measure computed locally	Grade 4 Grade 5 New York State Assessments in English Language Arts and Mathematics

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.</p>
<p>Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.</p>

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	6(ii) School-wide measure computed locally	Grade 4 Grade 5 New York State Assessments in English Language Arts and Mathematics
1	6(ii) School-wide measure computed locally	Grade 4 Grade 5 New York State Assessments in English Language Arts and Mathematics
2	6(ii) School-wide measure computed locally	Grade 4 Grade 5 New York State Assessments in English Language Arts and Mathematics
3	6(ii) School-wide measure computed locally	Grade 4 Grade 5 New York State Assessments in English Language Arts and Mathematics

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.	A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement	A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for

for grade/subject.

each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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	6(ii) School wide measure computed locally	Grade 6 through Grade 8 NYS Assessment in English Language Arts and Mathematics
7	6(ii) School wide measure computed locally	Grade 6 through Grade 8 NYS Assessment in English Language Arts and Mathematics
8	3) Teacher specific achievement or growth score computed locally	Grade 8 NYS Assessment in Science

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.

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of

performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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	6(ii) School wide measure computed locally	Grade 6 through Grade 8 NYS Assessment in English Language Arts and Mathematics
7	6(ii) School wide measure computed locally	Grade 6 through Grade 8 NYS Assessment in English Language Arts and Mathematics
8	6(ii) School wide measure computed locally	Grade 6 through Grade 8 NYS Assessment in English Language Arts and Mathematics

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.

<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>A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.</p>

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	District-developed Grade/Subject Specific Global History and Geography 1 Assessment
Global 2	6(ii) School wide measure computed locally	NY State Regents Examination in Global History and Geography
American History	6(ii) School wide measure computed locally	NY State Regents Examination in U.S. History and Government

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.	A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement	A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for

for grade/subject.

each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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	6(ii) School wide measure computed locally	NY State Regents Examination in Living Environment
Earth Science	6(ii) School wide measure computed locally	NY State Regents Examination in Physical Setting/Earth Science
Chemistry	6(ii) School wide measure computed locally	NY State Regents Examination in Physical Setting/Chemistry
Physics	6(ii) School wide measure computed locally	NY State Regents Examination in Physical Setting/Physics

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.

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts

provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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
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Algebra 1	6(ii) School wide measure computed locally	NY State Regents Examination in Integrated Algebra
Geometry	6(ii) School wide measure computed locally	NY State Regents Examination in Geometry
Algebra 2	6(ii) School wide measure computed locally	NY State Regents Examination in Algebra 2/Trigonometry

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.	A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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	District-developed Grade/Subject Specific Comprehensive English Grade 9 Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	District-developed Grade/Subject Specific Comprehensive English Grade 10 Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	NY State Regents Examination in Comprehensive English

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.

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of

performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See charts in 3.13.

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Home Careers	5) District/regional/BOCES-developed	Cassadaga Valley Central School District Developed Grade/Subject Specific Home Careers Assessment
Art	5) District/regional/BOCES-developed	Cassadaga Valley Central School District Developed Grade/Subject Specific Art Assessment
Physical Education	5) District/regional/BOCES-developed	Cassadaga Valley Central School District Developed Grade/Subject Specific Physical Education Assessment
Music	5) District/regional/BOCES-developed	Cassadaga Valley Central School District Developed Grade/Subject Specific Music Assessment

Health	5) District/regional/BOCES-developed	Cassadaga Valley Central School District Developed Grade/Subject Specific Health Assessment
Spanish	5) District/regional/BOCES-developed	Cassadaga Valley Central School District Developed Grade/Subject Specific Spanish Assessment
Agriculture	5) District/regional/BOCES-developed	Cassadaga Valley Central School District Developed Grade/Subject Specific Agriculture Assessment
Business	5) District/regional/BOCES-developed	Cassadaga Valley Central School District Developed Grade/Subject Specific Business Assessment
Technology	5) District/regional/BOCES-developed	Cassadaga Valley Central School District Developed Grade/Subject Specific Technology Assessment
Library Skills	5) District/regional/BOCES-developed	Cassadaga Valley Central School District Developed Grade/Subject Specific Library Skills Assessment
Pre-Kindergarten through Grade 2 NYS ELA/Mathematics	4) State-approved 3rd party	AIMSWEB

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. HEDI points will be allotted to teachers based on a percentage of students achieving a passing grade on the post test or final exam. See charts in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance

meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. HEDI points will be allotted to teachers based on a percentage of students achieving a passing grade on the post test or final exam. See charts in 3.13.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. HEDI points will be allotted to teachers based on a percentage of students achieving a passing grade on the post test or final exam. See charts in 3.13.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. HEDI points will be allotted to teachers based on a percentage of students achieving a passing grade on the post test or final exam. See charts in 3.13.

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

A pre-test will be given to establish a baseline for each student. Teachers and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to teachers based on the number of the students meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. HEDI points will be allotted to teachers based on a percentage of students achieving a passing grade on the post test or final exam. See charts in 3.13.

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/130608-y92vNseFa4/APPR Tables 20pt.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.

(No response)

3.15) Teachers with More Than One Locally Selected Measure

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

For teachers with multiple measures, an average score will be developed for each teacher.

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 17, 2012

Updated Monday, December 03, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching (2011 Revised Edition)

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
One or more observation(s) by trained independent evaluators	0
Observations by trained in-school peer teachers	0
Feedback from students using State-approved survey tool	0
Feedback from parents/caregivers using State-approved survey tool	0
Structured reviews of lesson plans, student portfolios and other teacher artifacts	0

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Principals will observe Teachers twice annually. One observation will be scheduled; the other will be unscheduled. Both observations will make use of the Danielson Model's components to generate a scale to rate the teacher's effectiveness. The formally scheduled observation will take into account all 22 components of the Danielson Model through the pre-conference meeting, the post conference meeting, and the classroom visitation. A second, unscheduled, visitation will take into account the eight most identifiable observational components of the Danielson Model for a second time along with a narrative of the classroom procedures (Appendix D). After both observations are finished and all thirty component ratings are complete, the evaluator will complete Appendix C giving each component a score from 1 to 4. The evaluator will then total the values of all 30 ratings and find the average by dividing the total sum by 30. That rating will then be converted back to the HEDI rating system by the rubric Score Conversion Table below.

Rubric Score Rating Teacher Effectiveness Score 0-60

1-1.4 Ineffective 0-49

1.5-2.4 Developing 50-56

2.5-3.4 Effective 57-58

3.5-4 Highly-Effective 59-60

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

assets/survey-uploads/5091/130610-eka9yMJ855/APPR Tables combined_2.docx

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.	See Appendix "C" and Appendix "D" uploaded above.
Effective: Overall performance and results meet NYS Teaching Standards.	See Appendix "C" and Appendix "D" uploaded above.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See Appendix "C" and Appendix "D" uploaded above.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See Appendix "C" and Appendix "D" uploaded above.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	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?

- In Person
-

5. Composite Scoring (Teachers)

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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	50-56
Ineffective	0-49

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

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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/5265/130617-Df0w3Xx5v6/TIP_JU1612_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:

Teacher Improvement Plans (TIP)

A Teacher Improvement Plan (TIP) is intended to help educators improve professionally. It is not intended to be used as a disciplinary tool or to gather evidence to terminate an educator.*

A TIP is to be developed in collaboration with the educator and an administrator. At the request of the educator, a union representative may participate at the initial meeting and/or at any juncture in the process. The development of the TIP should be a professional, constructive conversation identifying solutions to problems and resources to help the educator.

In those cases where the need for performance improvement has been identified through the regular Annual Professional Performance Review process, an improvement plan will be designed to address performance concerns. Use either the Teacher Improvement Plan Form or the Teacher Improvement Plan Chart to complete the improvement plan.

The administrator will convene a conference with the educator at a mutually agreeable time to discuss the targeted performance area and to formulate a plan with specific recommendations to assist in improvement. A union representative may be used to assist in developing the plan. The educator and the administrator will jointly reflect on the area of growth and collaboratively develop a written plan. The TIP must be implemented within ten (10) calendar days after the opening of the school year.

The signatures of the educator and the administrator are required on the plan.

The TIP will encompass all areas identified as ineffective or developing and shall be monitored throughout the school year. The CVCS APPR criteria will be used to assess the successful plan completion.

No provision of this process shall limit the rights of an individual under applicable state or federal laws, or other provisions of the CVFA contract, nor limit or reduce powers and duties of the District Superintendent and the Board of Education.

The District may terminate a non-tenured educator pursuant to Section 3031 of the Education Law or a tenured educator pursuant to Section 3020-a of the Education Law on grounds unrelated to pedagogical performance or cases where the employee demonstrates an inability to maintain a safe environment within his or her area of responsibility.

**Each time the Teacher Improvement Plan (TIP) is referenced in this document, it refers to a Teacher Improvement Plan (TIP) as referenced in the Commissioner's regulations.*

A TIP must include the following:

- Identification of the specific area noted on Educator Evaluation Rubric that is in need of improvement.*
- Identification of specific objectives required for improvement.*
- Description of specific activities designed to achieve self-improvement along with a timetable.*
- Administrator's plan to assist educator to improve performance along with activities and a timeline.*
- Criteria for measuring the educator's progress.*
- Date outcome of the TIP is to be evaluated.*

A TIP may include but is not limited to the following:

- Identification of multiple resources to help the educator including but not limited to mentors, the District's Professional Development Plan, the Teacher Center, BOCES, Higher Ed, personal counselors, the Employee Assistance Program, medical referrals, etc.*
- Release time for courses, workshops, observations, mentoring that may occur on school time.*
- Outline of any staff development required to assist the educator in the improvement of designated area of concern.*
- Modeling of desired practices by an administrator, outside specialist, master teacher, mentor, and/or a National Board Certified Teacher.*

**See Appendices*

Appeal Process

In order to implement the requirements of NY Education law 3012-c, and notwithstanding any other current bargaining obligation or agreement, the Cassadaga Valley Central School District “the District” and the Cassadaga Valley Faculty Association “CVFA” hereby agree as follows with regard to classroom teachers who are covered by Section 3012-c.

- 1. Where and to the extent applicable, the Annual Professional Performance Review of classroom teachers shall be a significant factor for employment decisions and teacher development as determined by the District, and will be subject to any procedures which may in the future be negotiated by the District and the Association.*
- 2. Prior to the annual rating becoming final, a teacher receiving a proposed rating of ineffective or developing shall meet with the applicable administrator (or designee if the administrator is not available) to review all findings related to the evaluation, including but not limited to any potential procedural or substantive disputes regarding it. This does not limit the existing rights of teachers rated effective or highly effective to request to informally discuss their final rating with the applicable administrator.*
- 3. Appeals of an Annual Professional Performance Review shall be limited to only those which rate a classroom teacher as ineffective or developing. A unit member holding the position of classroom teacher may challenge only the substance of the Annual professional Review, the district’s adherence to the standards and methodologies required for such Annual Professional performance Review, the district’s compliance with its procedures for conducting the Annual Professional Performance Review, or its issuance and/or implementation of the terms of the Teacher Improvement Plan (TIP). A TIP may not be developed, issued, or implemented until the Appeals Process is exhausted.*

Such challenge must be submitted in writing to the administrator performing the APPR or TIP. There may be only one appeal submitted in relation to any particular APPR or TIP. The writing must explain in detail the specific basis for the challenge, and should provide any relevant supporting documentation. The appeal must be submitted by the last Monday of each September. Every effort will be made to make the determination in a timely and expeditious manner consistent with Educational Law 3012.c (5B). The teacher has the burden of demonstrating a clear right to the relief requested and the burden of establishing the facts upon which relief is sought.

Within ten business days of receipt of the challenge, the administrator conducting the APPR or TIP shall meet with the teacher and his/her union representative to discuss the appeal. Within ten business days of such meeting, the administrator shall submit a written determination on the appeal. In the absence of a timely determination, the district may not use the APPR or TIP until such determination is rendered. Every effort will be made to make the determination in a timely and expeditious manner consistent with Educational Law 3012.c (5B).

If the teacher received an ineffective rating and disagrees with the determination, the teacher may submit a copy of the challenge, the determination, and a written statement explaining in detail the basis for disagreement with the determination, with any relevant supporting documentation to the APPR Review Committee within ten business days of the date of the determination. The committee will be comprised of one administrator certified to conduct evaluations, appointed by the Superintendent. The administrator shall not be the one who authored the APPR. The second committee member will be a tenured teacher appointed by the President of the Cassadaga Valley Faculty Association (CVFA). The third committee member will be jointly recommended by the superintendent and the CVFA President. A list of jointly recommended members will be developed by the CVFA President and the Superintendent no later than December 1st of each year. The joint recommendation list will be comprised of 3 names, an elementary teacher, a secondary teacher, and a non-core subject area teacher.

Within fifteen business days of receipt of the challenge, the APPR Review Committee shall meet and reach a consensus on the appeal put before them. If a consensus is not reached, the APPR Review Committee shall write up the opposing viewpoints and submit the opposing viewpoints to the supervising administrator, the employee, the Association President, and the Superintendent. The opposing viewpoints should be written immediately following the meeting, but not more than 5 business days after the meeting is held. In the absence of a timely determination, the district may not use the APPR or TIP until such determination is rendered. Every effort will be made to make the determination in a timely and expeditious manner consistent with Educational Law 3012.c (5B).

If the teacher received an ineffective rating and disagrees with the determination, the teacher may submit a copy of the challenge, the determination, and a written statement explaining in detail the basis for disagreement with the determination, with any relevant supporting documentation to the Superintendent of Schools within ten business days of the date of the determination. Within ten business days of receipt of the challenge, the superintendent shall meet with the teacher and his/her union representative to discuss the appeal. Within ten business days of such meeting, the superintendent shall submit a written determination on the appeal. In the absence of a timely determination, the district may not use the APPR or TIP until such determination is rendered. Every effort will be made to make the determination in a timely and expeditious manner consistent with Educational Law 3012.c (5B).

A unit member shall be entitled to representation by the CVFA during the course of any appeal authorized by this paragraph. The district shall maintain a record of all documents and materials submitted by either party during such an appeal, which shall thereafter be available for inspection by the unit member and/or the CVFA. The teacher may present any mitigating circumstances that he/she believes relevant during the course of an appeal including, but not limited to class size, students and classes assigned, student

attendance, teacher leave time/personal life, new initiatives/requirements, physical environment, and administrative relationships) which shall be considered by the district along with all other information submitted during the appeal. The presentation or consideration of any such information presented by a teacher shall not prejudice the position that the teacher, association or district may take in a Section 3012-c hearing.

A challenge or determination under this section shall be exempt from the grievance and arbitration provisions in the collective negotiations agreement between parties, and an APPR or TIP may not be challenged in any other forum.

4. Nothing in this plan shall in any way restrict or affect the district's non-reviewable authority to terminate the appointment or to deny tenure to a teacher with a probationary appointment for statutorily and constitutionally permissible reasons other than teacher's performance that is the subject of the appeal, and any such termination or denial shall not in any way be subject to challenge through the grievance and arbitration provisions of the collective bargaining agreement between the district and the association in any other forum, in compliance with Education Law 3012.C (5B).

5. Unit members receiving a mandated TIP will have the right to CVFA representation during the development of said TIP.

6. Nothing in this plan shall be construed to limit the defenses which the employees may place before a Section 3020-a hearing officer in challenging the allegation of a pattern of ineffective teaching or performance.

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.

All Evaluators will complete required hours of Professional Development as provided by Erie 2 BOCES Staff Development Specialists. Such training will be ongoing.

Administrative Cabinet Meetings held monthly will allot time for purposeful discussion on training and the implementation of such training as evaluations occur to ensure inter-rater reliability.

In addition to training previously completed, all evaluators will complete a minimum of fifty hours of training in the areas of Teacher Evaluation, Use of Data Inquiry, Curriculum/Standards, and Instruction, along with the the Danielson Framework for Teaching.

Successful completion of required training will result in certification. Re-certification will also result after completion of required training.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

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Updated Monday, December 03, 2012

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

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

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

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):

PK-5
6-12
(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
Pre-K through 2	District, regional, or BOCES-developed	Cassadaga Valley Central School District Developed, Grade Specific Assessments, in ELA and Mathematics.

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.	A pre-test will be given to establish a baseline for each student. Teacher and principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to Principals based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See chart in 7.3.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	A pre-test will be given to establish a baseline for each student. Teacher and principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to Principals based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See chart in 7.3.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	A pre-test will be given to establish a baseline for each student. Teacher and principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to Principals based on the number of the students school wide meeting or exceeding growth targets. Using the

charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See chart in 7.3.

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

A pre-test will be given to establish a baseline for each student. Teacher and principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to Principals based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See chart in 7.3.

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

A pre-test will be given to establish a baseline for each student. Teacher and principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to Principals based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See chart in 7.3.

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

assets/survey-uploads/5365/130618-lha0DogRNw/APPR Tables 20pt.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.

(No response)

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html .	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)

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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
Pre-K - 2	(d) measures used by district for teacher evaluation	AIMSWEB
Pre-K-5	(a) achievement on State assessments	Grade 4 Grade 5 NYS Assessments in ELA and Mathematics
6-12	(a) achievement on State assessments	Grade 6 through Grade 8 NYS Assessments in ELA Mathematics

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.	A pre-test will be given to establish a baseline for each student. Teacher and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to Principals based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See chart in 8.1.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	A pre-test will be given to establish a baseline for each student. Teacher and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to Principals based on the number of the students school wide meeting or exceeding growth targets. Using the

charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See chart in 8.1.

Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.

A pre-test will be given to establish a baseline for each student. Teacher and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to Principals based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See chart in 8.1.

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

A pre-test will be given to establish a baseline for each student. Teacher and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to Principals based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See chart in 8.1.

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

A pre-test will be given to establish a baseline for each student. Teacher and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to Principals based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See chart in 8.1.

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

(No response)

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

[assets/survey-uploads/5366/130621-qBFVOWF7fC/APPR Tables 15pt_3.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
Pre-K - Grade 2	(d) measures used by district for teacher evaluation	AIMSWEB

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>A pre-test will be given to establish a baseline for each student. Teacher and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to Principals based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See chart in 8.2.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A pre-test will be given to establish a baseline for each student. Teacher and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to Principals based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See chart in 8.2.</p>
<p>Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A pre-test will be given to establish a baseline for each student. Teacher and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to Principals based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See chart in 8.2.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A pre-test will be given to establish a baseline for each student. Teacher and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to Principals based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See chart in 8.2.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>A pre-test will be given to establish a baseline for each student. Teacher and Principal will set growth targets for each student. A post-test will be administered to establish a student growth percent. HEDI points will be awarded to Principals based on the number of the students school wide meeting or exceeding growth targets. Using the charts provided, evaluators will determine what range of performance meets the goal/growth target. HEDI Band Score ranges are shown in percent of students meeting growth target scores. See chart in 8.2.</p>

If you need additional space, upload a copy of "Form 8.2: Locally Selected Measures for All Other Principals" as an attachment for review. Click here for a downloadable copy of Form 8.2. (MS Word)

(No response)

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

assets/survey-uploads/5366/130621-T8MIGWUVm1/APPR Tables 20pt.docx

8.3) Locally Developed Controls

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

(No response)

8.4) Principals with More Than One Locally Selected Measure

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

For principals with multiple measures an average score will be developed.

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 17, 2012

Updated Monday, December 03, 2012

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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.

McRel Principal Evaluation System

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The Superintendent will observe the Principal(s) and assign a score based on the rubric provided. Points will be assigned for each sub category. Ratings of "not demonstrated" equal 0, ratings of "distinguished" or "accomplished" equal maximum points, ratings of "proficient" or "developing" equals one half of maximum points. The categories will be added together to get a total HEDI Score.

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/5143/130623-pMADJ4gk6R/Principal Summary Evaluation Worksheet.docx

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.	See table uploaded below.
Effective: Overall performance and results meet standards.	See table uploaded below.
Developing: Overall performance and results need improvement in order to meet standards.	See table uploaded below.
Ineffective: Overall performance and results do not meet standards.	See table uploaded below.

Please provide the locally-negotiated 60 point scoring bands.

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

9.8) School Visits

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

Probationary Principals

By supervisor	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 Thursday, May 17, 2012

Updated Monday, December 03, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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	50-56
Ineffective	0-49

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, May 17, 2012

Updated Monday, December 03, 2012

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

As a required attachment to this APPR plan, upload the PIP forms that are used in 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/5276/130626-Df0w3Xx5v6/PIPwforms.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:

Appeal Process

In order to implement the requirements of NY Education law 3012-c, and notwithstanding any other current bargaining obligation or agreement, the Cassadaga Valley Central School District "the District" and the Cassadaga Valley Administrator's Association "CVAA" hereby agree as follows with regard to Principals who are covered by Section 3012-c.

1. Where and to the extent applicable, the Annual Professional Performance Review of Principals shall be a significant factor for employment decisions and teacher development as determined by the District, and will be subject to any procedures which may in the

future be negotiated by the District and the Association.

2. Prior to the annual rating becoming final, a Principal receiving a proposed rating of ineffective or developing shall meet with the Superintendent to review all findings related to the evaluation, including but not limited to any potential procedural or substantive disputes regarding it. This does not limit the existing rights of Principal rated effective or highly effective to request to informally discuss their final rating with the Superintendent.

3. Appeals of an Annual Professional Performance Review shall be limited to only those which rate a Principal as ineffective or developing. A unit member holding the position of Principal may challenge only the substance of the Annual Professional Review, the district's adherence to the standards and methodologies required for such Annual Professional Performance Review, and the district's compliance with its procedures for conducting the Annual Professional Performance Review. A PIP may not be developed, issued, or implemented until the Appeals Process is exhausted.

Such challenge must be submitted in writing to the Superintendent conducting the APPR or PIP. There may be only one appeal submitted in relation to any particular APPR or PIP. The writing must explain in detail the specific basis for the challenge, and should provide any relevant supporting documentation. The appeal must be submitted by August 1. Every effort will be made to make the determination in a timely and expeditious manner consistent with Education Law 3012.c (5B). The Principal has the burden of demonstrating a clear right to the relief requested and the burden of establishing the facts upon which relief is sought.

Within ten business days of receipt of the challenge, the Superintendent conducting the APPR or PIP shall meet with the Principal and his/her union representative to discuss the appeal. Within ten business days of such meeting, the Superintendent shall submit a written determination on the appeal. In the absence of a timely determination, the district may not use the APPR or PIP until such determination is rendered. Every effort will be made to make the determination in a timely and expeditious manner consistent with Education Law 3012.c (5B).

A unit member shall be entitled to representation by the CVAA during the course of any appeal authorized by this paragraph. The district shall maintain a record of all documents and materials submitted by either party during such an appeal, which shall thereafter be available for inspection by the unit member and/or the CVAA. The Principal may present any mitigating circumstances that he/she believes relevant during the course of an appeal including, but not limited to class size, students and classes assigned, student attendance, Principal leave time/personal life, new initiatives/requirements, physical environment, and administrative relationships which shall be considered by the district along with all other information submitted during the appeal. The presentation or consideration of any such information presented by a Principal shall not prejudice the position that the Principal, association or district may take in a Section 3012-c hearing.

A challenge or determination under this section shall be exempt from the grievance and arbitration provisions in the collective negotiations agreement between parties, and an APPR or PIP may not be challenged in any other forum.

4. Nothing in this plan shall in any way restrict or affect the district's non-reviewable authority to terminate the appointment or to deny tenure to a Principal with a probationary appointment or statutorily and constitutionally permissible reasons other than the principal's performance that is the subject of the appeal, and any such termination or denial shall not in any way be subject to challenge through the grievance and arbitration provisions of the collective bargaining agreement between the district and the association in any other forum, in compliance with Education Law 3012.c (5B).

5. Unit members receiving a mandated PIP will have the right to CVAA representation during the development of said PIP.

Nothing in this plan shall be construed to limit the defenses which the employees may place before a Section 3020-a hearing officer in challenging the allegation of a pattern of ineffective performance.

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.

All Principals will attend the same Professional Development Teacher Evaluation Series offered to the District by the Erie 2 BOCES Staff Development Program. Throughout this process, the Superintendent will meet with all Principals, reviewing the ongoing/completed APPRs, to ensure consistency. Attendance at each session will be mandatory. Certification and recertification, upon the completion of required training, will occur annually.

11.5) Assurances -- Evaluators

Please check the boxes below:

• Checked

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.6) Assurances -- Principals Assure that the district will provide the principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of principal effectiveness subcomponent for a principal's annual professional performance review, in writing, no later than the last school day of the school year for which the principal is being measured.	Checked
--	---------

11.6) Assurances -- Principals Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
11.6) Assurances -- Principals Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
11.6) Assurances -- Principals Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Thursday, May 17, 2012

Updated Monday, December 03, 2012

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/5581/130628-3Uqgn5g9Iu/APPR Certification DC0312.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.

TABLE A: Other Measures of Teacher Effectiveness

2012-13 where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	75-90
Developing	3-9	3-7	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

TABLE B: Other Measures of Teacher Effectiveness

2012-13 where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

HEDI Chart

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95.0-100	90.0-94.9	85.0-89.9	83.0-84.9	82.0-82.9	80.0-81.9	78.0-79.9	77.0-77.9	75.0-76.9	73.0-74.9	72.0-72.9	70.0-71.9	67.0-69.9	63.0-66.9	60.0-62.9	57.0-59.9	53.0-56.9	50.0-52.9	33.0-49.9	18.0-32.9	0.0-17.9

TABLE A: Other Measures of Teacher Effectiveness

2012-13 where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	75-90
Developing	3-9	3-7	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

TABLE B: Other Measures of Teacher Effectiveness

2012-13 where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

HEDI Chart

HIGHLY EFFECTIVE		EFFECTIVE					DEVELOPING						INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95	90	85	80	75	70	65	60	55	50	45	40	35	27	19	0
100	94.9	89.9	84.9	79.9	74.9	69.9	64.9	59.9	54.9	49.9	44.9	39.9	34.9	26.9	18.9

TABLE A: Other Measures of Teacher Effectiveness

2012-13 where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	75-90
Developing	3-9	3-7	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

TABLE B: Other Measures of Teacher Effectiveness

2012-13 where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

HEDI Chart

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95.0-100	90.0-94.9	85.0-89.9	83.0-84.9	82.0-82.9	80.0-81.9	78.0-79.9	77.0-77.9	75.0-76.9	73.0-74.9	72.0-72.9	70.0-71.9	67.0-69.9	63.0-66.9	60.0-62.9	57.0-59.9	53.0-56.9	50.0-52.9	33.0-49.9	18.0-32.9	0.0-17.9

TABLE A: Other Measures of Teacher Effectiveness

2012-13 where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	75-90
Developing	3-9	3-7	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

TABLE B: Other Measures of Teacher Effectiveness

2012-13 where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

Annual Professional Performance Review (APPR) Appendix C

Teacher _____

Date _____

Grade Level _____

Subject _____

Observation Components	Ineffective	Developing	Effective	Highly Effective
1c: Selecting instructional outcomes	1	2	3	4
1e: Designing coherent instruction	1	2	3	4
2a: Creating an environment of respect and rapport	1	2	3	4
2b: Establishing a culture for learning	1	2	3	4
2c: Managing classroom procedures	1	2	3	4
2d: Managing student behavior	1	2	3	4
2e: Organizing physical space	1	2	3	4
3a: Communicating with students	1	2	3	4
3b: Using questioning/prompts and discussion	1	2	3	4
3c: Engaging students in learning	1	2	3	4
3d: Using assessment in instruction	1	2	3	4
3e: Demonstrating flexibility and responsiveness	1	2	3	4
Pre & Post Conference/Artifacts Components	Ineffective	Developing	Effective	Highly Effective
1a: Demonstrating knowledge of content and pedagogy	1	2	3	4
1b: Demonstrating knowledge of students	1	2	3	4
1d: Demonstrating knowledge of resources	1	2	3	4
1f: Designing student assessments	1	2	3	4
4a: Reflecting on teaching	1	2	3	4
4b: Maintaining accurate records	1	2	3	4
4c: Communicating with families**	1	2	3	4
4d: Participating in a professional community	1	2	3	4
4e: Growing and developing professionally	1	2	3	4
4f: Showing Professionalism**	1	2	3	4

**Teacher should have artifacts for these components which are not directly observed and are not able to be evaluated on the pre or post conference forms

Total points from scheduled observation _____

Total points from unscheduled observation _____

Total points _____/30

1-4 rubric score _____

Rubric Score Conversion Table

Rubric Score	1-1.4	1.5-2.4	2.5-3.4	3.5-4
Rating	Ineffective	Developing	Effective	Highly-Effective
Teacher Effectiveness Score				
0-60	0-49	50-56	57-58	59-60

Rating _____ Teacher Effectiveness Score _____

Evaluator's signature _____ date _____

Teacher's signature _____ date _____

CASSADAGA VALLEY CENTRAL SCHOOL
 REPORT OF UNSCHEDULED CLASS VISITATION Appendix D

Teacher: _____ Date: _____
 Subject or Level: _____ Time: _____
 Teacher Status: Probationary 1 2 3 Tenure

BRIEF DESCRIPTION OF CLASS ACTIVITIES:

Observation Components	Ineffective	Developing	Effective	Highly Effective
2a: Creating an environment of respect and rapport	1	2	3	4
2b: Establishing a culture for learning	1	2	3	4
2c: Managing classroom procedures	1	2	3	4
2d: Managing student behavior	1	2	3	4
2e: Organizing physical space	1	2	3	4
3a: Communicating with students	1	2	3	4
3c: Engaging students in learning	1	2	3	4
3d: Using assessment in instruction	1	2	3	4

COMMENTS: _____ Total Points from this observation _____

Conference
 Date _____

This material is being placed in your Official Personnel File. Pursuant to the professional Agreement, you have the opportunity to make written comments on said material within ten school days.

Signed _____, Teacher

Signed _____, Evaluator

Rubric - HEDI Score Conversion Chart

Rubric Score	Teacher effectiveness score	HEDI Rating
3.75 - 4	60	Highly Effective
3.5 - 3.74	59	Highly Effective
3-3.49	58	Effective
2.5-2.99	57	Effective
2.35-2.49	56	Developing
2.21-3.34	55	Developing
2.07-2.2	54	Developing
1.93-2.06	53	Developing
1.79-1.92	52	Developing
1.65-1.78	51	Developing
1.5-1.64	50	Developing
1.49	49	Ineffective
1.48	48	Ineffective
1.47	47	Ineffective
1.46	46	Ineffective
1.45	45	Ineffective
1.44	44	Ineffective
1.43	43	Ineffective
1.42	42	Ineffective
1.41	41	Ineffective
1.4	40	Ineffective
1.39	39	Ineffective
1.38	38	Ineffective
1.37	37	Ineffective
1.36	36	Ineffective
1.35	35	Ineffective
1.34	34	Ineffective
1.33	33	Ineffective
1.32	32	Ineffective
1.31	31	Ineffective
1.3	30	Ineffective

Rubric Score	Teacher effectiveness score	HEDI Rating
1.29	29	Ineffective
1.28	28	Ineffective
1.27	27	Ineffective
1.26	26	Ineffective
1.25	25	Ineffective
1.24	24	Ineffective
1.23	23	Ineffective
1.22	22	Ineffective
1.21	21	Ineffective
1.2	20	Ineffective
1.19	19	Ineffective
1.18	18	Ineffective
1.17	17	Ineffective
1.16	16	Ineffective
1.15	15	Ineffective
1.14	14	Ineffective
1.13	13	Ineffective
1.12	12	Ineffective
1.11	11	Ineffective
1.1	10	Ineffective
1.09	9	Ineffective
1.08	8	Ineffective
1.07	7	Ineffective
1.06	6	Ineffective
1.05	5	Ineffective
1.04	4	Ineffective
1.03	3	Ineffective
1.02	2	Ineffective
1.01	1	Ineffective
1	0	Ineffective

TABLE A: Other Measures of Teacher Effectiveness

2012-13 where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	75-90
Developing	3-9	3-7	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

TABLE B: Other Measures of Teacher Effectiveness

2012-13 where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

HEDI Chart

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95.0-100	90.0-94.9	85.0-89.9	83.0-84.9	82.0-82.9	80.0-81.9	78.0-79.9	77.0-77.9	75.0-76.9	73.0-74.9	72.0-72.9	70.0-71.9	67.0-69.9	63.0-66.9	60.0-62.9	57.0-59.9	53.0-56.9	50.0-52.9	33.0-49.9	18.0-32.9	0.0-17.9

TABLE A: Other Measures of Teacher Effectiveness

2012-13 where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	75-90
Developing	3-9	3-7	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

TABLE B: Other Measures of Teacher Effectiveness

2012-13 where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

HEDI Chart

HIGHLY EFFECTIVE		EFFECTIVE					DEVELOPING						INEFFECTIVE		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95	90	85	80	75	70	65	60	55	50	45	40	35	27	19	0
100	94.9	89.9	84.9	79.9	74.9	69.9	64.9	59.9	54.9	49.9	44.9	39.9	34.9	26.9	18.9

TABLE A: Other Measures of Teacher Effectiveness

2012-13 where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	22-25	14-15	59-60	91-100
Effective	10-21	8-13	57-58	75-90
Developing	3-9	3-7	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

TABLE B: Other Measures of Teacher Effectiveness

2012-13 where Value-Added growth measure applies	Growth or Comparable Measures	Locally-selected Measures of growth or achievement	Other Measures of Effectiveness	Overall Composite Score
Highly Effective	18-20	18-20	59-60	91-100
Effective	9-17	9-17	57-58	75-90
Developing	3-8	3-8	50-56	65-74
Ineffective	0-2	0-2	0-49	0-64

HEDI Chart

HIGHLY EFFECTIVE			EFFECTIVE									DEVELOPING					INEFFECTIVE			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95.0-100	90.0-94.9	85.0-89.9	83.0-84.9	82.0-82.9	80.0-81.9	78.0-79.9	77.0-77.9	75.0-76.9	73.0-74.9	72.0-72.9	70.0-71.9	67.0-69.9	63.0-66.9	60.0-62.9	57.0-59.9	53.0-56.9	50.0-52.9	33.0-49.9	18.0-32.9	0.0-17.9

Principal Summary Evaluation Worksheet

This form is used to summarize self-assessment and evaluate rating in preparation for the mid-year and summary evaluation conferences. The principal and superintendent or designee independently complete the form by recording ratings of individual responsibilities based on the ratings of practices collected on the rubric. During mid-year and summary evaluation conferences, the principal and superintendent or designee will jointly complete the final version of this form and agree on the final ratings.

Name of Principal: _____ Date: _____

School: _____ District: _____

Name of Evaluator: _____ Title: _____

		Point Value	Not Demonstrated	Distinguished	Accomplished	Proficient	Developing	Points Awarded
Purposeful Community	Affirmation	2						
	Communication	2						
	Culture	2						
	Input	2						
	Relationships	2						
	Situational Awareness	2						
	Visibility	2						
	Change Agent	6						
	Overall: Purposeful Community Total Points Available	20						
Managing Change	Flexibility	3						
	Ideals and Beliefs	3						
	Intellectual Stimulation	3						
	Knowledge of Curriculum, Instruction, and Assessment	4						
	Monitor and Evaluate	4						
	Optimize	3						
	Overall: Managing Change Total Points Available	20						
Focus of Leadership	Contingent Rewards	2						
	Discipline	3						
	Focus	3						
	Involvement in Curriculum, Instruction, and Assessment	3						
	Order	3						
	Outreach	3						

	Resources	3						
	Overall: Focus of Leadership	Total Points Available	20					
	TOTAL POINTS (All Categories)							

**Cassadaga Valley Central School District
Teacher Improvement Plan**

Teacher: _____

Administrator: _____

Implementation Dates: _____

This plan is required for all teachers who are rated as Developing or Ineffective in the APPR and are bound by Education Law 3012c. It will be implemented no later than 10 calendar days after the opening of the school year.

To be completed by the administrator:

Area(s) identified as Developing or Ineffective:

Statement of Standards-Based Goals: (Each identified area must have at least one goal.)

To be completed jointly between the administrator and teacher:

Objectives/Action Steps to be taken:

Professional Learning Activities:

Required Support/Resources:

Outcomes/Artifacts Expected:

Plan Review Date 1 during 1st semester: _____

Plan Review Date 2 during 2nd semester: _____

Teacher Signature: _____ **Date:** _____

Teacher's signature does not constitute agreement but merely signifies/he has examined and discussed the materials with her/his evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Principal Signature: _____ **Date:** _____

Union Representative Signature: _____ **Date:** _____

Appendix A

Name: _____

Skill Area to be Addressed Follow-up/Rating/Date	Objectives/Action to be taken	Time Line	

Instructional Professional response (if necessary, please attach a separate sheet with signature and date)

Date _____ Signature of Administrator _____

Acknowledgement of Review

This evaluation has been reviewed with me in a conference with the evaluator indicated above. I acknowledge that this action plan will be attached to my summative evaluation and placed in my personnel file. Teacher's signature does not constitute agreement but merely signifies/he has examined and discussed the materials with her/his evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Date _____ Signature of Instructional Professional _____

Appendix B

**Cassadaga Valley Central School District
Teacher Improvement Plan**

Teacher: _____

Administrator: _____

Implementation Dates: _____

This plan is required for all teachers who are rated as Developing or Ineffective in the APPR and are bound by Education Law 3012c. It will be implemented no later than 10 calendar days after the opening of the school year.

To be completed by the administrator:

Area(s) identified as Developing or Ineffective:

Statement of Standards-Based Goals: (Each identified area must have at least one goal.)

To be completed jointly between the administrator and teacher:

Objectives/Action Steps to be taken:

Professional Learning Activities:

Required Support/Resources:

Outcomes/Artifacts Expected:

Plan Review Date 1 during 1st semester: _____

Plan Review Date 2 during 2nd semester: _____

Teacher Signature: _____ **Date:** _____

Teacher's signature does not constitute agreement but merely signifies/he has examined and discussed the materials with her/his evaluator. Teachers shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Principal Signature: _____ **Date:** _____

Union Representative Signature: _____

Date: _____

Principal Improvement Plans (PIP)

A **Principal Improvement Plan*** (PIP) is intended to help educators improve professionally. It is not intended to be used as a disciplinary tool or to gather evidence to terminate a Principal.

A PIP is to be developed in collaboration with the Principal and the Superintendent. A union representative may, if the principal so chooses; participate at the initial meeting and/or at any juncture in the process. The principal(s) reserves the right to waive representation. The development of the PIP should be a professional, constructive conversation identifying solutions to problems and resources to help the educator.

In those cases where the need for performance improvement has been identified through the regular **Annual Professional Performance Review** process, an improvement plan will be designed to address performance concerns. Use either the **Principal Improvement Plan Form** or the **Principal Improvement Plan Chart** to complete the improvement plan.

The Superintendent will convene a conference with the Principal at a mutually agreeable time to discuss the targeted performance area and to formulate a plan with specific recommendations to assist in improvement. A union representative may be used to assist in developing the plan. The Principal and the Superintendent will jointly reflect on the area of growth and collaboratively develop a written plan. The PIP must be implemented by September 1.

The PIP will encompass all areas identified as ineffective or developing and shall be monitored throughout the school year. The CVCS APPR criteria will be used to assess the successful plan completion.

No provision of this process shall limit the rights of an individual under applicable state or federal laws, or other provisions of the CVAA contract, nor limit or reduce powers and duties of the District Superintendent and the Board of Education.

The District may terminate a non-tenured Principal pursuant to Section 3031 of the Education Law or a tenured Principal pursuant to Section 3020-a of the Education Law on grounds unrelated to pedagogical performance or cases where the employee demonstrates an inability to maintain a safe environment within his or her area of responsibility.

*Each time the Principal Improvement Plan (PIP) is referenced in this document, it refers to a Principal Improvement Plan (PIP) as referenced in the Commissioner's regulations.

A PIP must include the following:

- Identification of the specific area noted on Educator Evaluation Rubric that is in need of improvement.
- Identification of specific objectives required for improvement.
- Description of specific activities designed to achieve self-improvement along with a timetable.
- Administrator's plan to assist educator to improve performance along with activities and a timeline.
- Criteria for measuring the educator's progress.
- Date outcome of the PIP is to be evaluated.

A PIP may include but is not limited to the following:

- Identification of multiple resources to help the educator including but not limited to mentors, the District's Professional Development Plan, the Teacher Center, BOCES, Higher Ed, personal counselors, the Employee Assistance Program, medical referrals, etc.
- Release time for courses, workshops, observations, mentoring that may occur on school time.
- Outline of any staff development required to assist the educator in the improvement of designated area of concern.

*See Appendices

Appendix E

Name: _____

Skill Area to be Addressed Follow-up/Rating/Date	Objectives/Action to be taken	Time Line	

Instructional Professional response (if necessary, please attach a separate sheet with signature and date)

Date _____ Signature of Superintendent _____

Acknowledgement of Review

This evaluation has been reviewed with me in a conference with the evaluator indicated above. I acknowledge that this action plan will be attached to my summative evaluation and placed in my personnel file. Principal's signature does not constitute agreement but merely signifies/he has examined and discussed the materials with her/his evaluator. Principal shall have the right to insert written explanation or response to written feedback of the Superintendent by August 1, which may be considered during the Appeals process.

Date _____ Signature of Principal _____

Appendix F

**Cassadaga Valley Central School District
Principal Improvement Plan**

Teacher: _____

Administrator: _____

Implementation Dates: _____

This plan is required for all principals who are rated as Developing or Ineffective in the APPR and are bound by Education Law 3012c. It will be implemented no later than September 1.

To be completed by the Superintendent:

Area(s) identified as Developing or Ineffective:

Statement of Standards-Based Goals: (Each identified area must have at least one goal.)

To be completed jointly between the Superintendent and principal:

Objectives/Action Steps to be taken:

Professional Learning Activities:

Required Support/Resources:

Outcomes/Artifacts Expected:

Principal Signature: _____ **Date:** _____

Principal's signature does not constitute agreement but merely signifies/he has examined and discussed the materials with her/his evaluator. Principals shall have the right to insert written explanation or response to written feedback of the evaluator within 10 days, which may be considered during the Appeals process.

Principal Signature: _____ **Date:** _____

Superintendent Signature: _____ **Date:** _____

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 Smith 12/3/12

Teachers Union President Signature: Date:

Stephen Helwig 12/3/12

Administrative Union President Signature: Date:

Michael Hill 12/3/12

Board of Education President Signature: Date:

Dr. J. D. Smith 12/03/12