



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

Commissioner of Education  
President of the University of the State of New York  
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Albany, New York 12234

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November 5, 2012

Deborah A. Ziolkowski, Superintendent  
Cheektowaga-Maryvale Union Free School District  
1050 Maryvale Dr.  
Cheektowaga, NY 14225

Dear Superintendent Ziolkowski:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Donald A. Ogilvie

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 Wednesday, May 02, 2012

Updated Wednesday, October 31, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 140702030000

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

*140702030000*

#### 1.2) School District Name: CHEEKTOWAGA-MARYVALE UFSD

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

*CHEEKTOWAGA-MARYVALE UFSD*

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

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

*Not applicable*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Sunday, June 24, 2012

Updated Thursday, November 01, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Cheektowaga-Maryvale UFSD K ELA assessment
1	District, regional, or BOCES-developed assessment	Cheektowaga-Maryvale UFSD Gr. 1 ELA assessment
2	District, regional, or BOCES-developed assessment	Cheektowaga-Maryvale UFSD Gr. 2 ELA assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Using data results from (regionally/district developed) Cheektowaga-Maryvale UFSD pre-assessments, targets for the
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	final assessment will be established for each student by the teacher and principal. Based on the total number of students that meet the targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District Negotiated Scales.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 55-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 20-54% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 0-19% of the students meet their individual targets.

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Cheektowaga-Maryvale UFSD K Math assessment
1	District, regional, or BOCES-developed assessment	Cheektowaga-Maryvale UFSD Gr. 1 Math assessment
2	District, regional, or BOCES-developed assessment	Cheektowaga-Maryvale UFSD Gr. 2 Math assessment
	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.	Using data results from (regionally/district developed) Cheektowaga-Maryvale UFSD pre-assessments, targets for the final assessment will be established for each student by the teacher and principal. Based on the total number of students that meet the targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District Negotiated Scales.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 55-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 20-54% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 0-19% of the students meet their individual targets.

## 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	Cheektowaga-Maryvale UFSD Gr. 6 Science assessment
7	District, regional or BOCES-developed assessment	Cheektowaga-Maryvale UFSD Gr. 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.	Using data results from (regionally/district developed) Cheektowaga-Maryvale UFSD pre-assessments, targets for the final assessment will be established for each student by the teacher and the principal. Based on the total number of students that meet the targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District Negotiated Scales.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Teachers will receive a rating of Effective when 55-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Developing when 20-54% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Teachers will receive a rating of Ineffective when 0-19% of the students meet their individual targets.

## 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	Cheektowaga-Maryvale UFSD Gr. 6 Social Studies assessment
7	District, regional or BOCES-developed assessment	Cheektowaga-Maryvale UFSD Gr. 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Cheektowaga-Maryvale UFSD Gr. 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.

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.	Using data results from (regionally/district developed) Cheektowaga-Maryvale UFSD pre-assessments, targets for the final assessment will be established for each student by the teacher and principal. Based on the total number of students that meet the targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District Negotiated Scales.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 55-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 20-54% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-19% of the students meet their individual targets.

## 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	Cheektowaga-Maryvale UFSD Global I 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.	Using data results from (regionally/district developed) Cheektowaga-Maryvale UFSD pre-assessments, targets for the final assessment will be established for each student by the teacher and principal. Based on the total number of students that meet the targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District Negotiated Scales.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District goals for similar students.	Teachers will receive a rating of Effective when 55-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 20-54% of the students meet their individual targets.

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

Teachers will receive a rating of Ineffective when 0-19% of the students meet their individual targets.

## 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.	Using data results from (regionally/district developed) Cheektowaga-Maryvale UFSD pre-assessments, targets for the final assessment will be established for each student by the teacher and principal. Based on the total number of students that meet the targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District Negotiated Scales.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
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Developing (3 - 8 points) Results are below District goals for similar students.	Teachers will receive a rating of Developing when 20-54% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-19% of the students meet their individual targets.

## 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.

Using data results from (regionally/district developed) Cheektowaga-Maryvale UFSD pre-assessments, targets for the final assessment will be established for each student by the teacher and principal. Based on the total number of students that meet the targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District Negotiated Scales.

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

Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.

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

Teachers will receive a rating of Effective when 55-80% of the students meet their individual targets.

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

Teachers will receive a rating of Developing when 20-54% of the students meet their individual targets.

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

Teachers will receive a rating of Ineffective when 0-19% of the students meet their individual targets.

## 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	Cheektowaga-Maryvale UFSD Gr. 9 ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Cheektowaga-Maryvale UFSD Gr. 10 ELA assessment
Grade 11 ELA	Regents assessment	Grade 11 ELA Regents examination

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.

Using data results from (regionally/district developed) Cheektowaga-Maryvale UFSD pre-assessments, targets for the final assessment will be established for each student by the teacher and principal. Based on the total number of students that meet the targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District Negotiated Scales.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-19% of the students meet their individual targets.

## 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
Art	District, Regional or BOCES-developed	Cheektowaga-Maryvale UFSD Grade-specific Art assessment
General Music	District, Regional or BOCES-developed	Cheektowaga-Maryvale UFSD Grade-specific General Music assessment
Health	District, Regional or BOCES-developed	Cheektowaga-Maryvale UFSD Grade-specific Health assessment
Physical Education	District, Regional or BOCES-developed	Cheektowaga-Maryvale UFSD Grade-specific Physical Education assessment
Technology	District, Regional or BOCES-developed	Cheektowaga-Maryvale UFSD Grade-specific Technology assessment
Vocal Music	District, Regional or BOCES-developed	Cheektowaga-Maryvale UFSD Grade-specific Vocal Music assessment
LOTE	District, Regional or BOCES-developed	Cheektowaga-Maryvale UFSD Grade-specific LOTE assessment
Government Economics	District, Regional or BOCES-developed	Cheektowaga-Maryvale UFSD Grade-specific Government Economics assessment
Instrumental Music	District, Regional or BOCES-developed	Cheektowaga-Maryvale UFSD Grade-specific Instrumental Music assessment
Business	District, Regional or BOCES-developed	Cheektowaga-Maryvale UFSD Grade-specific Business assessment
All other Teachers not named above	District, Regional or BOCES-developed	Cheektowaga-Maryvale UFSD Subject/Grade specific assessments

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this	Using data results from (regionally/district developed)Cheektowaga-Maryvale UFSD
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subcomponent. If needed, you may upload a table or graphic at 2.11, below.	pre-assessments, targets for the final assessment will be established for each student by the teacher and principal. Based on the total number of students that meet the targets, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District Negotiated Scales.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Teachers will receive a rating of Ineffective when 0-19% of the students meet their individual targets.

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/5364/145213-TXEttx9bQW/APPR scoring bands.pdf](assets/survey-uploads/5364/145213-TXEttx9bQW/APPR%20scoring%20bands.pdf)

## 2.12) Locally Developed Controls

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

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

*Not applicable*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Saturday, June 23, 2012

Updated Wednesday, October 31, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	AIMSweb
5	4) State-approved 3rd party assessments	AIMSweb
6	4) State-approved 3rd party assessments	AIMSweb
7	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Gr. 7 ELA assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Using data results from (regionally/district developed) Cheektowaga-Maryvale UFSD pre-assessments or the national norms from the AIMSweb 3rd party assessment, S.M.A.R.T. goals (Specific, Measurable, Attainable, ResultsOriented, Timebound) for the final assessment will be established for each individual student, or a baseline cutpoint for the entire class will be identified. Based on the number of students that meet the established S.M.A.R.T. goals or based on the increase or decrease in the percentage of students that exceed the baseline cutpoint, teachers will be assigned 0-15 points within the HEDI rating categories as identified on the District Negotiated Scales. Teachers will use students' prior academic history and will collaborate with their principal to determine whether to establish individual student targets or to identify a baseline cutpoint for the entire class.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets, class cutpoints or national norms depending on the assessment or 3rd party vendor.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 55-80% of the students meet their individual targets, class cutpoints or national norms depending on the assessment or 3rd party vendor.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 20-54% of the students meet their individual targets, class cutpoints or national norms depending on the assessment or 3rd party vendor.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 19% or less of the students meet their individual targets, class cutpoints or national norms depending on the assessment or 3rd party vendor.

### 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	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Gr. 6 Math assessment
7	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Gr. 7 Math assessment
8	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Gr. 8 Math assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	Using data results from (regionally/district developed) Cheektowaga-Maryvale UFSD pre-assessments or the national norms from the AIMSweb 3rd party assessment, S.M.A.R.T. goals (Specific, Measurable, Attainable, ResultsOriented, Timebound) for the final assessment will be established for each individual student, or a baseline cutpoint for the entire class will be identified. Based on the number of students that meet the established S.M.A.R.T. goals or based on the increase or decrease in the percentage of students that exceed the baseline cutpoint, teachers will be assigned 0-15 points within the HEDI rating categories as identified on the District Negotiated Scales. Teachers will use students' prior academic history and will collaborate with their principal to determine whether to establish individual student targets or to identify a baseline cutpoint for the entire class.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets, class cutpoints or national norms depending on the assessment or 3rd party vendor.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 55-80% of the students meet their individual targets, class cutpoints or national norms depending on the assessment or 3rd party vendor.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 20-54% of the students meet their individual targets, class cutpoints or national norms depending on the assessment or 3rd party vendor.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 19% or less of the students meet their individual targets, class cutpoints or national norms depending on the assessment or 3rd party vendor.

### 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.

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

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

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

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

Measures based on:

- 1) The change in percentage of a teacher's students who achieve a specific level of performance as determined locally, on such assessments/examinations compared to those students' level of performance on such assessments/examinations in the previous school year (e.g., a three percentage point increase in students earning the proficient level (three) or better performance level on the 7th grade math State assessment compared to those same students' performance levels on the 6th grade math State assessment, or an increase in the percentage of a teacher's students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students' performance levels on the 3rd grade ELA or math State assessments)
- 2) Teacher specific growth score computed by the Department based on the percent of the teacher's students earning a State determined level of growth. The methodology to translate such growth into the State-established sub-component scoring ranges shall be determined locally
- 3) Teacher specific achievement or growth score computed in a manner determined locally based on a measure of student performance on the State assessments, Regents examinations and/or Department approved alternative examinations other than the measure described in 1) or 2), above
- 4) Student growth or achievement computed in a manner determined locally based on a State-approved 3rd party assessment
- 5) Student growth or achievement computed in a manner determined locally based on a district, regional or BOCES-developed assessment that is rigorous and comparable across classrooms
- 6) A school-wide measure of either student growth or achievement based on either:
  - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
  - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms
- 7) Student Learning Objectives (only allowable for teachers in grades/subjects without a Value-Added measure for the State Growth subcomponent). Used with one of the following assessments: State, State-approved 3rd party, or a district, regional or

BOCES-developed assessment that is rigorous and comparable across classrooms

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSweb
1	4) State-approved 3rd party assessments	AIMSweb
2	4) State-approved 3rd party assessments	AIMSweb
3	4) State-approved 3rd party assessments	AIMSweb

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using the national norms from the AIMSweb 3rd party assessment, S.M.A.R.T. goals (Specific, Measurable, Attainable, ResultsOriented, Timebound) for progress monitoring will be established for each individual student and their progress will be measured using this program. Based on the number of students that meet the established S.M.A.R.T. goals with progress monitoring in the AIMSweb program, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District Negotiated Scales. Teachers will use students' prior academic history and will collaborate with their principal to establish individual student targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 55-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 20-54% of the students meet their individual targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 19% or less of the students meet their individual targets.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSweb
1	4) State-approved 3rd party assessments	AIMSweb
2	4) State-approved 3rd party assessments	AIMSweb
3	4) State-approved 3rd party assessments	AIMSweb

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.	Using the national norms from the AIMSweb 3rd party assessment, S.M.A.R.T. goals (Specific, Measurable, Attainable, ResultsOriented, Timebound) for progress monitoring will be established for each individual student and their progress will be measured using this program. Based on the number of students that meet the established S.M.A.R.T. goals with progress monitoring in the AIMSweb program, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District Negotiated Scales. Teachers will use students' prior academic history and will collaborate with their principal to establish individual student targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 55-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 20-54% of the students meet their individual targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 19% or less of the students meet their individual targets.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Gr. 6 Science assessment
7	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSDGr. 7 Science assessment

8	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Gr. 8 Science assessment
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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.	Using the data from the Cheektowaga-Maryvale UFSD pre-assessment, S.M.A.R.T. goals (Specific, Measurable, Attainable, ResultsOriented, Timebound) that describe achievement will be established for each individual student. Based on the number of students that meet the established S.M.A.R.T. goals, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District Negotiated Scales. Teachers will use students' prior academic history and will collaborate with their principal to establish individual student targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 55-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 20-54% of the students meet their individual targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 19% or less of the students meet their individual targets.

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Gr. 6 Social Studies assessment
7	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Gr. 7 Social Studies assessment
8	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Gr. 8 Social Studies assessment

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

*Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or*

assurances listed to the left of each box.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using the data from the Cheektowaga-Maryvale UFSD pre-assessment, S.M.A.R.T. goals (Specific, Measurable, Attainable, ResultsOriented, Timebound) that describe achievement will be established for each individual student. Based on the number of students that meet the established S.M.A.R.T. goals, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District Negotiated Scales. Teachers will use students' prior academic history and will collaborate with their principal to establish individual student targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 55-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 20-54% of the students meet their individual targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 19% or less of the students meet their individual targets.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Global 1 assessment
Global 2	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Global 2 assessment
American History	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD American History assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using the data from the Cheektowaga-Maryvale UFSD pre-assessment, S.M.A.R.T. goals (Specific, Measurable, Attainable, ResultsOriented, Timebound) that describe achievement will be established for each individual student. Based on the number of students that meet the established S.M.A.R.T. goals, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District Negotiated Scales. Teachers will use students' prior academic history and will collaborate with their principal to establish individual student targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 55-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 20-54% of the students meet their individual targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 19% or less of the students meet their individual targets.

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Environment assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Earth Science assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Chemistry assessment
Physics	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Physics assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Using the data from the Cheektowaga-Maryvale UFSD pre-assessment, S.M.A.R.T. goals (Specific, Measurable, Attainable, ResultsOriented, Timebound) that describe achievement will be established for each individual student. Based on the number of students that meet the established S.M.A.R.T. goals, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District Negotiated Scales. Teachers will use students' prior academic history and will collaborate with their principal to establish individual student targets.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 55-80% of the students meet their individual targets.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 20-54% of the students meet their individual targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 19% or less of the students meet their individual targets.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Algebra 1 assessment
Geometry	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Geometry assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Algebra 2 assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at	Using the data from the Cheektowaga-Maryvale UFSD pre-assessment, S.M.A.R.T. goals (Specific, Measurable, Attainable, ResultsOriented, Timebound) that describe
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3.13, below.	achievement will be established for each individual student. Based on the number of students that meet the established S.M.A.R.T. goals, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District Negotiated Scales. Teachers will use students' prior academic history and will collaborate with their principal to establish individual student targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 55-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 20-54% of the students meet their individual targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 19% or less of the students meet their individual targets.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Gr. 9 ELA assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Cheektowaga-Maryvale UFSD Gr. 10 ELA assessment
Grade 11 ELA	1) Change in percentage of student performance level on State assessments	Grade 11 ELA Regents Examination

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.	Using the data from the Cheektowaga-Maryvale UFSD pre-assessment, S.M.A.R.T. goals (Specific, Measurable, Attainable, ResultsOriented, Timebound) that describe achievement will be established for each individual student. Based on the number of students that meet the established S.M.A.R.T. goals, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District
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	Negotiated Scales. Teachers will use students' prior academic history and will collaborate with their principal to establish individual student targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 55-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 20-54% of the students meet their individual targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 19% or less of the students meet their individual targets.

### 3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Art	5) District/regional/BOCES-developed	Cheektowaga-Maryvale UFSD Grade/subject specific Art assessment
General Music	5) District/regional/BOCES-developed	s Cheektowaga-Maryvale UFSD Grade/subject specific General Music assessment
Vocal Music	5) District/regional/BOCES-developed	s Cheektowaga-Maryvale UFSD Grade/subject specific Vocal Music assessment
Instrumental Music	5) District/regional/BOCES-developed	Cheektowaga-Maryvale UFSD Grade/subject specific Instrumental Music assessment
Health	5) District/regional/BOCES-developed	Cheektowaga-Maryvale UFSD Grade/subject specific Health assessment
Physical Education	5) District/regional/BOCES-developed	spe Cheektowaga-Maryvale UFSD Grade/subject specific Physical Education assessment
Technology	5) District/regional/BOCES-developed	Cheektowaga-Maryvale UFSD Grade/subject specific Technology assessment
LOTE	5) District/regional/BOCES-developed	Cheektowaga-Maryvale UFSD Grade/subject specific LOTE assessment
Government Economics	5) District/regional/BOCES-developed	Cheektowaga-Maryvale UFSD Grade/subject specific Government Economics assessment
Business	5) District/regional/BOCES-developed	Cheektowaga-Maryvale UFSD Grade/subject specific Business assessment

	d	
All Other Teachers not named above	5) District/regional/BOCES-developed	Cheektowaga-Maryvale UFSD Grade/subject specific assessments

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.	Using the data from the Cheektowaga-Maryvale UFSD pre-assessment, S.M.A.R.T. goals (Specific, Measurable, Attainable, ResultsOriented, Timebound) that describe achievement will be established for each individual student. Based on the number of students that meet the established S.M.A.R.T. goals, teachers will be assigned 0-20 points within the HEDI rating categories as identified on the District Negotiated Scales. Teachers will use students' prior academic history and will collaborate with their principal to establish individual student targets.
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Effective when 55-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Developing when 20-54% of the students meet their individual targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers will receive a rating of Ineffective when 19% or less of the students meet their individual targets.

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.

### 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 controls in place*

### 3.15) Teachers with More Than One Locally Selected Measure

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

*If a teacher has more than one teacher developed measure or SLO, the measures will each earn a score from 0-20 points. The District will weight each 20 points, proportionately, based on the number of students in each of the courses for the above measures or SLO. (Example: If a high school teacher will be using Photography I and II, and has 50 students in Photography I and 30 students in Photography II they will get a score from each SLO out of 20 (Photography I - 18; Photography II - 15). 50 out of 80 students is 63% and 63% of 18 = 11.34; 30 out of 80 students is 37% and 37% of 15 = 5.55, therefore their total would be 11.34+5.55=16.89, rounded to 17 out of 20.*

### 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 Wednesday, July 11, 2012

Updated Thursday, November 01, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*NYSUT Teacher Practice Rubric (2012 Edition)*

*Not Applicable*

#### 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]	31
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	29

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*Teachers are assessed annually on each of the seven standards. After gathering evidence, the evaluator scores each performance indicator, adds the scores and divides the total score by the number of indicators assessed to obtain a score for that individual standard. Finally, the individual Standard scores are added and divided by 7. This score is converted to a value between 0-60 by using the locally negotiated conversion scale entitled "Rubric Score to Sub-Component Conversion Chart".*

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

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	Each year, teachers will be rated covering each of the seven NYS Teaching Standards. The ratings will be averaged and used as the overall measure of effectiveness. An average H.E.D.I score of 3.5-4.0 would result in an overall rating of highly effective
Effective: Overall performance and results meet NYS Teaching Standards.	Each year, teachers will be rated covering each of the seven NYS Teaching Standards. The ratings will be averaged and used as the overall measure of effectiveness. An average H.E.D.I score of 3.4 to 2.5 would result in an overall rating of Effective
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Each year, teachers will be rated covering each of the seven NYS Teaching Standards. The ratings will be averaged and used as the overall measure of effectiveness. An average H.E.D.I score of 2.4 to 1.5 would result in an overall rating of Developing
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Each year, teachers will be rated covering each of the seven NYS Teaching Standards. The ratings will be averaged and used as the overall measure of effectiveness. An average H.E.D.I score of 1.4 to 1 would result in an overall rating of Ineffective

Provide the ranges for the 60-point scoring bands.

Highly Effective	59 - 60
Effective	57 - 58.8
Developing	50 - 56.3
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	2
4.6) Observations of Probationary Teachers   Informal/Short	4
4.6) Observations of Probationary Teachers   Enter Total	6

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 observation every 3 years
4.7) Observations of Tenured Teachers   Informal/Short	4
4.7) Observations of Tenured Teachers   Total	5

By trained in-school peer teachers or other trained reviewers

Formal/Long	1 observation per year on the off years for the administrator
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?

- 
- Both
-

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

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- In Person
-

# 5. Composite Scoring (Teachers)

Created Monday, June 25, 2012

Updated Thursday, November 01, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

##### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

Highly Effective	59-60
Effective	57-58.8
Developing	50-56.3
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

Created Friday, June 29, 2012

Updated Wednesday, October 31, 2012

## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/147239-Df0w3Xx5v6/Teacher Improvement Plan \(TIP\).pdf](assets/survey-uploads/5265/147239-Df0w3Xx5v6/Teacher%20Improvement%20Plan%20(TIP).pdf)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Upon receiving the growth score from the state during the summer, the Composite score sheet from the Teacher Evaluation and Development (TED) workbook will be completed and a final effectiveness rating will be determined by the building administrator. The final composite score sheet will be given to teachers on the first staff development day of the new school year in September. If this rating falls in the "developing" or "ineffective" range, teachers have the right to file an appeal to their building administrator who completed the evaluation. This written appeal must be filed within ten (10) school days of receiving the composite score sheet using the*

formal appeal document. The teacher improvement plan (TIP) process will also begin during this time frame. Following the receipt of a written appeal, a meeting will be scheduled with the teacher and the administrator to discuss the written appeal within ten (10) school days. The teacher reserves the right to have union representation at this meeting. At the conclusion of the meeting, the administrator has ten (10) school days to render a written decision on the appeal. If the appeal is denied, the teacher has the right to appeal the administrator's decision to the Peer Assistance and Review (PAR) panel. This panel is a joint labor/management committee consisting of four (4) teachers and three (3) administrators. A portfolio, put together by the teacher, containing the TED composite sheet, copies of the written appeal and administrator denial must be submitted by the teacher to the PAR panel, along with an additional explanation on why the teacher is appealing the administrator's denial decision within ten (10) school days. The PAR panel will review the portfolio and render a written decision on the appeal within ten (10) school days of receiving the portfolio. If the appeal to the PAR panel is denied, the decision is final. If the appeal is upheld, the portfolio will be sent to the Superintendent within ten (10) school days. The Superintendent is the only person who has the authority to change a teacher's designation of effectiveness once it leaves the building administrator's office. Final decision rests with the Superintendent, who must render her decision within ten (10) school days. Any TIP that was implemented as a result of an APPR that is subsequently modified as a result of the challenge process and shall be modified to reflect any change in the APPR as a result of that process.

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

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

*The Cheektowaga-Maryvale UFSD District will comply with all requirements for the training and certification of both lead evaluators and*

*evaluators. This commitment includes both the initial training of all evaluators on the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the needed level of inter-rater reliability. The initial training process began in August 2011 with regional training by the Erie 1 BOCES Network Team and continues today. In July 2012 eleven evaluators were trained and certified by a NYSUT*

*certified trainer in a week-long training session on the NYSUT Rubric. As part of the week-long training, Lead Evaluators and Evaluators were certified by going through a "calibration" and inter-rater reliability process.*

*The superintendent has receipt of proper documentation that the*

*individuals have fully completed training. The superintendent will maintain records of certification of evaluators.*

*Evaluator training will occur regionally in cooperation with other area school districts and our BOCES Network Team.*

*The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidances and protocols recommended in training for lead evaluators.*

*Re-Certification and Updated Training*

*The District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Monday, September 17, 2012  
Updated Thursday, November 01, 2012

## Page 1

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

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

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

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

3-5
6-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Primary School K - 2	District, regional, or BOCES-developed	Cheektowaga-Maryvale UFSD K-2 ELA and Math

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	For Grades K-2, a District developed pre-assessment for each grade will be administered at the start of the school year. Using these results and following District guidelines, S.M.A.R.T. goals(Specific,Measurable,Attainable,ResultsOriented, Timebound) will be established for each individual student. A district developed post-test of the same length as the pre-test, using the secure question bank developed by the regional assessment consortium will be given near the end of the year. Based on the number of students that meet the established S.M.A.R.T. goals, the principal will be assigned the points within the Principal H.E.D.I scale.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Principals will receive a rating of Highly Effective when 81-100% of the students meet their individual targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Principals will receive a rating of Effective when 55-80% of the students meet their individual targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Principals will receive a rating of Developing when 20-54% of the students meet their individual targets.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Principals will receive a rating of Ineffective when 0-19% of the students meet their individual targets.

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.

## 7.4) Special Considerations for Comparable Growth Measures

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

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

*The only controls used in setting targets for Comparable Growth Measures will be student prior academic history.*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Monday, September 17, 2012

Updated Friday, November 02, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
3-5	(d) measures used by district for teacher evaluation	AimsWeb ELA and Math Grades 3-5
6-8	(d) measures used by district for teacher evaluation	Cheektowaga-Maryvale UFSD grade/subject specific assessments
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	NYS generated 5 year graduation report

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>For Grades 3-5, using the national norms from the AIMSweb 3rd party assessments and following District guidelines, S.M.A.R.T. goals (Specific, Measurable, Attainable, Results Oriented, Timebound) will be established for each individual student. Based on the percentage of students that meet the established S.M.A.R.T. goals, the principal will be assigned the points within the Principal H.E.D.I scale. For grades 6-8, a District developed pre-assessment for each grade/subject area will be administered at the start of the school year. Using these results and following District guidelines, S.M.A.R.T. goals (Specific, Measurable, Attainable, Results Oriented, Timebound) will be established for each individual student. A district developed post test of the same length as the pre-test, using the secure question bank developed by the regional assessment consortium will be given near the end of the course. Based on the percentage of students that meet the established</p>
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S.M.A.R.T. goals, the principal will be assigned the points within the Principal H.E.D.I scale. For Grades 9-12, using the NYS 5 year graduation report, the percentage of students graduating will be incorporated into the Principals' H.E.D.I. scale to determine the principal's local score.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	81-100% of students meeting their targets
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	55 - 80% of students meeting their targets
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	20-54% of students meeting their targets
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-19% of students meeting their targets

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/5366/178254-qBFVOWF7fC/Principal's HEDI scale.pdf>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K - 2	(d) measures used by district for teacher evaluation	AimsWeb ELA and Math Grades K-2

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.	For Grades K-2, using the national norms from the AIMSweb 3rd party assessments and following District guidelines, S.M.A.R.T. goals (Specific, Measurable, Attainable, Results Oriented, Timebound) will be established for each individual student. Based on the percentage of students that meet the established S.M.A.R.T. goals, the principal will be assigned the points within the
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Principal H.E.D.I scale.

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

Principals will receive a rating of Highly Effective when 81-100% of the students meet their individual targets

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

Principals will receive a rating of Effective when 55-80% of the students meet their individual targets

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

Principals will receive a rating of Developing when 20-54% of the students meet their individual targets

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

Principals will receive a rating of Ineffective when 0-19% of the students meet their individual targets.

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/5366/178254-T8MIGWUVm1/Principal's HEDI scale.pdf>

### 8.3) Locally Developed Controls

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

*none*

### 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 Grades K-2 the percentage of students who meet their targets in AIMSweb ELA will be computed to obtain a score. The same methodology will be applied for AIMSweb Math to obtain a score. Both of these scores will be averaged together to produce one final score. This final score will be converted into points using the Principal's H.E.D.I. scale. Grades 3-5, will follow the same procedures as Grades K-2, also using AIMSweb ELA and Math. For grades 6-8, a District developed pre-assessment for each grade/subject area will be administered at the start of the school year. Using these results and following District guidelines, S.M.A.R.T. goals(Specific, Measurable, Attainable, Results Oriented, Timebound) will be established for each individual student. A district developed post test of the same length as the pre-test, using the secure question bank developed by the regional assessment consortium will be given near the end of the course. The percentages of students who meet their individual targets in each grade/subject area will be averaged together to produce one score. The principal will be assigned the points within the Principal H.E.D.I scale based upon that score.*

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Monday, September 17, 2012  
Updated Thursday, November 01, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	52
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.	8

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

(No response)

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

(No response)

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

(No response)

(No response)

(No response)

### 9.6) Assurances

Please check all of the boxes below:

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

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

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

*There are six domains and a goal setting and attainment section in the evaluation process. (See Multidimensional Principal Performance Rubric example) There are multiple performance indicators within each domain. Principals will be given 1-4 points for each component of the domain and goal setting and attainment section based upon the rubric. These component scores will be averaged to produce one score. This total average rubric score will then be converted to a composite score using the "Rubric Score To Sub-Component Conversion Chart".*

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/5143/178315-pMADJ4gk6R/Multidimensional Principal Performance Rubric \(MPPR\)\\_2.pdf](#)

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

Highly Effective: Overall performance and results exceed standards.	59-60 points earned as stated in table attached above
Effective: Overall performance and results meet standards.	57-58.8 points earned as stated in table above.
Developing: Overall performance and results need improvement in order to meet standards.	50-56.3 points earned as stated in table above.
Ineffective: Overall performance and results do not meet standards.	0-49 points earned as stated in table above.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
Effective	57-58.8
Developing	50-56.3
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	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

**Tenured Principals**

By supervisor	3
By trained administrator	0
By trained independent evaluator	0
Enter Total	3

# 10. Composite Scoring (Principals)

Created Sunday, September 23, 2012

Updated Friday, November 02, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **Other Measures of Effectiveness (Teacher and Leader standards)**

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	59-60
Effective	57-58.8
Developing	50-56.3
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 Sunday, September 23, 2012  
Updated Wednesday, October 31, 2012

## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/180771-Df0w3Xx5v6/Principal Improvement Plan \(PIP\)\\_1.pdf](#)

### 11.3) Appeals Process

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

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

*Upon receipt of the State Measurement Score during the summer, all scores will be entered into a composite score sheet and the principal will be given a final rating based upon the negotiated APPR bands. Principals who receive a "developing" or "ineffective" rating may file an appeal to the Superintendent with supporting documentation within ten (10) business days of the issuance of the composite score sheet. The Principal Improvement Plan document will be developed as soon as an appeal has been filed. The Superintendent will submit a written detailed response to the appeal within ten (10) business days after receiving the appeal. Failure to submit a response within fifteen (15) calendar days shall be a denial of the appeal. For any principal receiving an ineffective rating, if they disagree with the written response from the Superintendent, they may submit a written statement outlining the basis for that*

disagreement to be included in his or her file along with the disputed Annual Professional Performance Review within ten (10) days following the response from the Superintendent.

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

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

*The Cheektowaga-Maryvale UFSD District will comply with all requirements for the training and certification of both lead evaluators and evaluators. This commitment includes both the initial training of all evaluators on the nine elements listed in Section 30-2.9 of the Rules of the Board of Regents and the ongoing training and support essential to maintain the needed level of inter-rater reliability. The initial training process began in August 2011 with regional training by the Erie 1 BOCES Network Team and continues today. In July 2012 eleven evaluators were trained and certified by a NYSUT certified trainer in a week-long training session on the NYSUT Rubric. As part of the week-long training, Lead Evaluators and Evaluators were certified by going through a "calibration" and inter-rater reliability process. The superintendent has receipt of proper documentation that the individuals have fully completed training. The superintendent will maintain records of certification of evaluators. Evaluator training will occur regionally in cooperation with other area school districts and our BOCES Network Team. The District will establish a process to maintain inter-rater reliability over time in accordance with NYSED guidances and protocols recommended in training for lead evaluators. In regards to Re-Certification and Updated Training, the District will work to ensure that lead evaluators maintain inter-rater reliability over time and that they are re-certified on an annual basis and receive updated training on any changes in the law, regulations or applicable collective bargaining agreements. The Assistant Superintendent will be the lead evaluator for the evaluation of principals. The Superintendent will certify the Assistant Superintendent once training requirements are complete. The Superintendent will recertify its lead evaluator on an annual basis taking into consideration any additional updated training that may be required in subsequent years. The Assistant Superintendent as lead evaluator has been trained by Learning Centered Initiatives (LCI). The Assistant Superintendent has received from Learner Centered Initiatives (LCI) two full days of overall comprehensive training on the Multidimensional Performance Principal Practice Rubric. In addition, the district will contract with LCI for additional hours of training as needed. Since the training will come from LCI, the vendor responsible for the rubric, inter-rater reliability will be ensured by the consistency of the training completed through all the districts using the rubric. The one source of training will help this district's lead evaluator score similar to other evaluators who received the same training throughout the state.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Sunday, September 09, 2012

Updated Friday, November 02, 2012

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### Page 1

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

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

[assets/survey-uploads/5581/173879-3Uqgn5g9Iu/District Certification Form - November.pdf](assets/survey-uploads/5581/173879-3Uqgn5g9Iu/District%20Certification%20Form%20-%20November.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.

## APPR Scoring Bands

	Student Growth	Local Measures	Other 60	Overall Composite
Ineffective	0-2	0-2	0-49	0-64
Developing	3-8	3-8	50-56	65-74
Effective	9-17	9-17	57-58	75-90
Highly Effective	18-20	18-20	59-60	91-100

### H.E.D.I. Rating Scale

(Used for student growth where no score is given by the State and for local measures)

		17	63-80				
		16	62				
		15	61				
		14	60	8	45-54		
		13	59	7	40-44		
		12	58	6	35-39		
20	92-100	11	57	5	30-34	2	16-19
19	87-91	10	56	4	25-29	1	12-15
18	81-86	9	55	3	20-24	0	<12
Highly Effective		Effective		Developing		Ineffective	
81-100		55-80		20-54		0-19	

### H.E.D.I. Rating Scale

(Used for teachers with approved value added measure for student growth beginning 2012-13)

		13	63-80				
		12	61-62	7	44-54		
		11	59-60	6	38-43		
		10	57-58	5	32-37	2	16-19
15	91-100	9	56	4	26-31	1	12-15
14	81-90	8	55	3	20-25	0	<12
Highly Effective		Effective		Developing		Ineffective	
81-100		55-80		20-54		0-19	

## APPR Scoring Bands

	Student Growth	Local Measures	Other 60	Overall Composite
Ineffective	0-2	0-2	0-49	0-64
Developing	3-8	3-8	50-56	65-74
Effective	9-17	9-17	57-58	75-90
Highly Effective	18-20	18-20	59-60	91-100

### H.E.D.I. Rating Scale

(Used for student growth where no score is given by the State and for local measures)

		17	63-80				
		16	62				
		15	61				
		14	60	8	45-54		
		13	59	7	40-44		
		12	58	6	35-39		
20	92-100	11	57	5	30-34	2	16-19
19	87-91	10	56	4	25-29	1	12-15
18	81-86	9	55	3	20-24	0	<12
Highly Effective		Effective		Developing		Ineffective	
81-100		55-80		20-54		0-19	

### H.E.D.I. Rating Scale

(Used for teachers with approved value added measure for student growth beginning 2012-13)

		13	63-80				
		12	61-62	7	44-54		
		11	59-60	6	38-43		
		10	57-58	5	32-37	2	16-19
15	91-100	9	56	4	26-31	1	12-15
14	81-90	8	55	3	20-25	0	<12
Highly Effective		Effective		Developing		Ineffective	
81-100		55-80		20-54		0-19	

## APPR Scoring Bands

	Student Growth	Local Measures	Other 60	Overall Composite
Ineffective	0-2	0-2	0-49	0-64
Developing	3-8	3-8	50-56	65-74
Effective	9-17	9-17	57-58	75-90
Highly Effective	18-20	18-20	59-60	91-100

### H.E.D.I. Rating Scale

(Used for student growth where no score is given by the State and for local measures)

		17	63-80				
		16	62				
		15	61				
		14	60	8	45-54		
		13	59	7	40-44		
		12	58	6	35-39		
20	92-100	11	57	5	30-34	2	16-19
19	87-91	10	56	4	25-29	1	12-15
18	81-86	9	55	3	20-24	0	<12
Highly Effective		Effective		Developing		Ineffective	
81-100		55-80		20-54		0-19	

### H.E.D.I. Rating Scale

(Used for teachers with approved value added measure for student growth beginning 2012-13)

		13	63-80				
		12	61-62	7	44-54		
		11	59-60	6	38-43		
		10	57-58	5	32-37	2	16-19
15	91-100	9	56	4	26-31	1	12-15
14	81-90	8	55	3	20-25	0	<12
Highly Effective		Effective		Developing		Ineffective	
81-100		55-80		20-54		0-19	

## Teacher Improvement Plan (“TIP”)

Upon receiving a rating of “ineffective” or “developing” a teacher shall be provided with a Teacher Improvement Plan (“Tip”). The TIP shall be provided as soon as practicable, but in no case later than ten days after the date on which teachers are required to report prior to the opening of classes for the school year. ***The Parties understand and agree that the primary purpose of a TIP is the improvement of teaching practice.*** The TIP shall be developed in consultation with the teacher and union representation shall be afforded at the teacher’s request. The Association president shall be timely informed whenever a teacher is placed on a TIP and, with the agreement of the teacher; shall be provided with a copy of the TIP.

A TIP shall clearly specify:

- The area(s) in need of improvement.
- **Action Steps:** Performance goals, expectations, benchmarks, standards and timelines the teacher must meet in order to achieve an effective rating.
- **Evidence:**How improvement will be measured and monitored, and provide for periodic reviews of progress.
- **Support:**The appropriate differentiated professional development opportunities, materials, resources and supports the District will make available to assist the teacher including, where appropriate, the assignment of a voluntary mentor teacher. The mentor teacher should communicate directly with teacher, building principal, and superintendent as to the progress of the teacher on the TIP.

Upon the request of either the teacher, administrator, mentor (if one has been assigned) or Association representative (if requested by the teacher), the parties shall meet to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.

All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books and travel, shall be borne by the District in their entirety.

# Teacher Improvement Plan ("TIP") – Worksheet

(To be completed jointly by the teacher and administrator)

Name \_\_\_\_\_ Building \_\_\_\_\_ Grade/Subject \_\_\_\_\_

School Year \_\_\_\_\_ Rating \_\_\_\_\_ Ineffective \_\_\_\_\_ Developing \_\_\_\_\_

AREA(S) NEEDING IMPROVEMENT	ACTION STEPS (Provide detailed description)	EVIDENCE	SUPPORT	TIMELINE FOR COMPLETION

Teacher's Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Administrator's Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

# Teacher Improvement Plan ("TIP") – Evaluation

Name \_\_\_\_\_ Building \_\_\_\_\_ Grade/Subject \_\_\_\_\_

School Year \_\_\_\_\_ Rating \_\_\_\_\_ Ineffective \_\_\_\_\_ Developing \_\_\_\_\_

AREA(S) NEEDING IMPROVEMENT	ACTION STEPS (Provide detailed description)	SATISFACTORY PROGRESS		ACTION STEPS COMPLETED	
		YES	NO	YES	NO
TIP Satisfied?	<input type="checkbox"/> Yes <input type="checkbox"/> No <small>(If no, recommendations must be specified in the Administrator's Comments below.)</small>				

Teacher's Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Administrator's Comments \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion score for composite
<b>Ineffective 0-49</b>		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

**The final composite score will be rounded to a whole number**

## Principals HEDI

### APPENDIX E – Local 20% HEDI Local 15% where applicable

2012-13			2013-14		
Rating	Percent – Target Met	Overall Value	Rating	Percent – Target Met	Overall Value
Highly Effective	92-100	20	Highly Effective	91-100	15
Highly Effective	87-91	19	Highly Effective	81-90	14
Highly Effective	81-86	18			
Effective	63-80	17	Effective	63-80	13
Effective	62	16	Effective	61-62	12
Effective	61	15	Effective	59-60	11
Effective	60	14	Effective	57-58	10
Effective	59	13	Effective	56	9
Effective	58	12	Effective	55	8
Effective	57	11			
Effective	56	10			
Effective	55	9			
Developing	45-54	8	Developing	44-54	7
Developing	40-44	7	Developing	38-43	6
Developing	35-39	6	Developing	32-37	5
Developing	30-34	5	Developing	26-31	4
Developing	25-29	4	Developing	20-25	3
Developing	20-24	3			
Ineffective	16-19	2	Ineffective	16-19	2
Ineffective	12-15	1	Ineffective	12-15	1
Ineffective	0-11	0	Ineffective	0-11	0

## Principals HEDI

### APPENDIX E – Local 20% HEDI Local 15% where applicable

2012-13			2013-14		
Rating	Percent – Target Met	Overall Value	Rating	Percent – Target Met	Overall Value
Highly Effective	92-100	20	Highly Effective	91-100	15
Highly Effective	87-91	19	Highly Effective	81-90	14
Highly Effective	81-86	18			
Effective	63-80	17	Effective	63-80	13
Effective	62	16	Effective	61-62	12
Effective	61	15	Effective	59-60	11
Effective	60	14	Effective	57-58	10
Effective	59	13	Effective	56	9
Effective	58	12	Effective	55	8
Effective	57	11			
Effective	56	10			
Effective	55	9			
Developing	45-54	8	Developing	44-54	7
Developing	40-44	7	Developing	38-43	6
Developing	35-39	6	Developing	32-37	5
Developing	30-34	5	Developing	26-31	4
Developing	25-29	4	Developing	20-25	3
Developing	20-24	3			
Ineffective	16-19	2	Ineffective	16-19	2
Ineffective	12-15	1	Ineffective	12-15	1
Ineffective	0-11	0	Ineffective	0-11	0

## Principals HEDI

### APPENDIX E – Local 20% HEDI Local 15% where applicable

2012-13			2013-14		
Rating	Percent – Target Met	Overall Value	Rating	Percent – Target Met	Overall Value
Highly Effective	92-100	20	Highly Effective	91-100	15
Highly Effective	87-91	19	Highly Effective	81-90	14
Highly Effective	81-86	18			
Effective	63-80	17	Effective	63-80	13
Effective	62	16	Effective	61-62	12
Effective	61	15	Effective	59-60	11
Effective	60	14	Effective	57-58	10
Effective	59	13	Effective	56	9
Effective	58	12	Effective	55	8
Effective	57	11			
Effective	56	10			
Effective	55	9			
Developing	45-54	8	Developing	44-54	7
Developing	40-44	7	Developing	38-43	6
Developing	35-39	6	Developing	32-37	5
Developing	30-34	5	Developing	26-31	4
Developing	25-29	4	Developing	20-25	3
Developing	20-24	3			
Ineffective	16-19	2	Ineffective	16-19	2
Ineffective	12-15	1	Ineffective	12-15	1
Ineffective	0-11	0	Ineffective	0-11	0

**Multidimensional Principal Performance Rubric Example**

Assessment of Principal Effectiveness Standard	Observation #1 and Evidence - Score	Observation #2 and Evidence Score	Observation #3 and/or Evidence Score
Domain 1- Shared Vision of Learning			
Culture			
Sustainability			
Domain 2 -- Shared Vision Of Learning			
Capacity Building			
Sustainability			
Strategic Planning Process			
Domain 3 --Safe, Efficient, Effective Learning Environment			
Capacity Building			
Culture			
Sustainability			
Instructional Program			
Domain 4 -- Community			
Strategic Planning Process: Inquiry			
Culture			
Sustainability			
Domain 5 -- Integrity, Fairness, Ethics			
Sustainability			
Culture			
Domain 6 -- Political, Social, Economic, Legal and Cultural Context			
Sustainability			
Culture			
Other: Goal Setting and Attainment			
Uncovering Goals: <ul style="list-style-type: none"> <li>• Align</li> <li>• Define</li> </ul>			

<b>Strategic Planning</b> <ul style="list-style-type: none"> <li>• Prioritize</li> <li>• Strategize</li> </ul>			
<b>Taking Action</b> <ul style="list-style-type: none"> <li>• Mobilize</li> <li>• Monitor</li> <li>• Refine</li> </ul>			
<b>Evaluating Attainment</b> <ul style="list-style-type: none"> <li>• Document <ul style="list-style-type: none"> <li>Insights</li> <li>Accomplishments</li> <li>New questions</li> <li>Implications for moving forward</li> </ul> </li> <li>• Next Steps</li> </ul>			
<b>Subtotal of Observation and evidence column</b>			
<b>Divide by the number of domains evaluated in each column</b>			
<b>Average the final scores</b>			
<b>Total Score of Professional Practice 1-4 Rating</b>			
<b>HEDI Rating</b>			
<b>Sub-component score</b>			

### Principal Effects Conversion Scale

Level	Overall rubric average Score	60 point distribution for Composite
Ineffective	1-1.4	0-49
Developing	1.5-2.4	50-56
Effective	2.5-3.4	57-58
Highly Effective	3.5-4	59-60

#### Converting points to a rating

The principal's rating will drive how many points the principal will receive toward the composite score. In this sub-component, the principal should first be rated according to the rubric, that rating would determine where the principal falls in the HEDI categories, and then the points are applied. For example, a principal that scores 3.0 on the rubric would translate to a score in the "effective" range. The principal would then receive 58 points toward the composite score.

#### Calculating Steps

- Taking into account the SED preset scales for the other two sub-components and the composite scores, the scale (point distribution) for each rating category (Highly Effective=59-60, Effective=57-58, Developing=50-56, Ineffective=0-49) for this sub-component.

**Rubric Score to Sub-Component Conversion Chart**

<b>Total Average Rubric Score</b>	<b>Category</b>	<b>Conversion score for composite</b>
<b>Ineffective 0-49</b>		
1		0
1.1		12
1.2		25
1.3		37
1.4		49
<b>Developing 50-56</b>		
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
<b>Effective 57-58</b>		
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
<b>Highly Effective 59-60</b>		
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

**The final composite score will be rounded to a whole number**

# PRINCIPAL IMPROVEMENT PLAN

**I. TARGET GOALS: AREAS FOR IMPROVEMENT** - Develop specific, behaviorally written goals for the principal to accomplish during the period of the Plan.

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**II. EXPECTED OUTCOMES** – Identify specific recommendations for what the principal is expected to do to improve in the identified areas.

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**III. RECOMMENDED RESOURCES/ACTIVITIES** – Identify steps to be taken by the Assistant Superintendent and the Principal throughout the plan.

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**IV. EVIDENCE OF ACHIEVEMENT** – Identify specific sources available to assist the principal to improve performance.

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V. **LIST OF SPECIFIC ARTIFACTS** – Identify the list of specific artifacts the principal can provide to show growth in identified areas.

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VI. **TIMELINE FOR MEASURING ACHIEVEMENT OF EXPECTED OUTCOMES** – Identify how progress will be measured and assessed.

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_____ PIP Administrator	_____ Date
_____ Assistant Superintendent of Schools	_____ Date
_____ CMAA President or Designee	_____ Date

Check if Applicable

I waive my right to have the CMAA President or designee present during the development of this PIP

_____ PIP Administrator	_____ Date
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**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: 11/2/12

Deborah A. Zolkowski

Teachers Union President Signature: Date: 11/2/12

Tracy M. [Signature]

Administrative Union President Signature: Date:

Jeff Burtis 11-2-12

Board of Education President Signature: Date: 11/2/12

Margaret G. Bourdette