



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

Commissioner of Education
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May 12, 2014

Revised

Andrea Galenski, Superintendent
Cheektowaga-Sloan Union Free School District
166 Halstead Avenue
Sloan, NY 14212

Dear Superintendent Galenski:

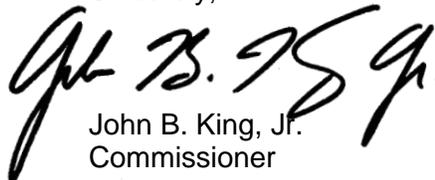
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Donald Ogilvie

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Tuesday, April 22, 2014

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 140709030000

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

140709030000

1.2) School District Name: CHEEKTOWAGA-SLOAN UFSD

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

CHEEKTOWAGA-SLOAN UFSD

1.3) Assurances

Please check all of the boxes below:

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

1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Tuesday, April 29, 2014

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH (25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

District-determined assessments from list of State-approved 3rd party assessments; or
District, regional or BOCES-developed assessments provided that it is rigorous and comparable across classrooms

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

State assessments, required if one exists

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	State-approved 3rd party assessment	STAR Reading Enterprise
1	State-approved 3rd party assessment	STAR Reading Enterprise
2	State-approved 3rd party assessment	STAR Reading Enterprise

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>CSUFSD will be measuring growth. The teachers, in collaboration with principals, will use each student's pre-assessment score and prior academic history to set individual growth targets.</p> <p>A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets.</p> <p>See HEDI table at 2.11 to determine how the percentage of students meeting growth targets is converted into a score out of 20.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	76-100% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-75% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	26-50% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-25% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Cheektowaga-Sloan UFSD Developed Grade K Math Assessment
1	State-approved 3rd party assessment	STAR Math Enterprise
2	State-approved 3rd party assessment	STAR Math Enterprise

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>CSUFSD will be measuring growth. The teachers, in collaboration with principals, will use each student's pre-assessment score and prior academic history to set individual growth targets.</p> <p>A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets.</p> <p>See HEDI table at 2.11 to determine how the percentage of students meeting growth targets is converted into a score out of 20.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	76-100% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-75% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	26-50% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-25% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Cheektowaga-Sloan UFSD Developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	Cheektowaga-Sloan UFSD Developed Grade 7 Science Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>CSUFSD will be measuring growth. The teachers, in collaboration with principals, will use each student's pre-assessment score or prior academic history to set individual growth targets.</p> <p>A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets.</p> <p>See HEDI table at 2.11 to determine how the percentage of students meeting growth targets is converted into a score out of 20.</p>
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	76-100% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-75% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	26-50% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-25% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Cheektowaga-Sloan UFSD Developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	Cheektowaga-Sloan UFSD Developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	Cheektowaga-Sloan UFSD Developed Grade 8 Social Studies Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>CSUFSD will be measuring growth. The teachers, in collaboration with principals, will use each student's pre-assessment score or prior academic history to set individual growth targets.</p> <p>A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets.</p> <p>See HEDI table at 2.11 to determine how the percentage of students meeting growth targets is converted into a score out of 20.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>76-100% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>51-75% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>26-50% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>0-25% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).</p>

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-Sloan UFSD Developed Grade 9 Global 1 Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>CSUFSD will be measuring growth. The teachers, in collaboration with principals, will use each student's pre-assessment score or prior academic history to set individual growth targets.</p>
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A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets.

See HEDI table at 2.11 to determine how the percentage of students meeting growth targets is converted into a score out of 20.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	76-100% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).
Effective (9 - 17 points) Results meet District goals for similar students.	51-75% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).
Developing (3 - 8 points) Results are below District goals for similar students.	26-50% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-25% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).

2.7) High School Science Regents Courses

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

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

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

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

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

CSUFSD will be measuring growth. The teachers, in collaboration with principals, will use each student's pre-assessment score or prior academic history to set individual growth targets.

A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets.

See HEDI table at 2.11 to determine how the percentage of students meeting growth targets is converted into a score out of 20.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	76-100% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).
Effective (9 - 17 points) Results meet District goals for similar students.	51-75% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).
Developing (3 - 8 points) Results are below District goals for similar students.	26-50% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).

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

0-25% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).

2.8) High School Math Regents Courses

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

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

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

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

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

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

CSUFSD will be measuring growth. The teachers, in collaboration with principals, will use each student's pre-assessment score or prior academic history to set individual growth targets.

A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets.

See HEDI table at 2.11 to determine how the percentage of students meeting growth targets is converted into a score out of 20.

Cheektowaga-Sloan will administer both the Integrated Algebra Regents and the Common Core Algebra Regents Assessment for the Post-Assessment to students in a Common Core course. The higher of the two scores will be used to determine if students met their individual growth targets.

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

76-100% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).

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

51-75% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).

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

26-50% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).

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

0-25% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).

2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Cheektowaga-Sloan UFSD Developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Cheektowaga-Sloan UFSD Developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>CSUFSD will be measuring growth. The teachers, in collaboration with principals, will use each student's pre-assessment score and prior academic history to set individual growth targets.</p> <p>A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets.</p> <p>See HEDI table at 2.11 to determine how the percentage of students meeting growth targets is converted into a score out of 20.</p> <p>Cheektowaga-Sloan grade 11 ELA teachers will use the June NYS Comprehensive English Regents.</p>
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	76-100% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).
Effective (9 - 17 points) Results meet District goals for similar students.	51-75% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).
Developing (3 - 8 points) Results are below District goals for similar students.	26-50% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-25% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
9-12 All Other Teachers/Subjects/Courses Not	School/BOCES-wide/group/team results based on State	NYS Comprehensive English Regents Assessment

Named Above		
6-8 All Other Teachers/Subject/Courses Not Named Above	School/BOCES-wide/group/team results based on State	NYS Grades 6, 7, and 8 English Language Arts Assessment
3-5 All Other Teachers/Subject/Courses Not Named Above	School/BOCES-wide/group/team results based on State	NYS Grades 3, 4, and 5 English Language Arts Assessment
K-2 All Other Teachers/Subject/Courses Not Named Above	State-approved 3rd party assessment	STAR Reading Enterprise
Self-Contained Special Education	State Assessment	NYSAA
3-5 AIS ELA Teachers	State Assessment	NYS Grades 3, 4, and 5 ELA Assessments
6-8 AIS ELA Teachers	State Assessment	NYS Grades 6, 7, and 8 ELA Assessments
K-2 AIS ELA Teachers	State-approved 3rd party assessment	STAR Reading Enterprise
K-2 Consultant Teachers	State-approved 3rd party assessment	STAR Reading Enterprise
3-5 Consultant Teachers	State Assessment	NYS Grades 3, 4, and 5 ELA Assessments
6-8 Consultant Teachers	State Assessment	NYS Grades 6, 7, and 8 ELA Assessments
K-2 AIS Math Teachers	State-approved 3rd party assessment	STAR Math Enterprise
3-5 AIS Math Teachers	State Assessment	NYS Grades 3, 4, and 5 Math Assessments
6-8 AIS Math Teachers	State Assessment	NYS Grades 6, 7, and 8 Math Assessments

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

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

CSUFSD will be measuring growth. The teachers, in collaboration with principals, will use each student's pre-assessment score and prior academic history to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets.

1) For those 3-5 and 6-8 teachers receiving a school-wide measure, CSUFSD will average the percentage of students meeting their individual student growth targets, set using the process indicated above, weighted proportionately based on the total population at each grade level. The final average will be used to determine the final HEDI rating and points out of 20.

2) Grade 9-12 teachers using a school-wide measure will be awarded HEDI points by the percentage of students in the building meeting or exceeding their individual growth targets on

the NYS Comprehensive English Regents, set using the process indicated above.

See HEDI table at 2.11 to determine how the percentage of students meeting growth targets is converted into a score out of 20.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	76-100% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).
Effective (9 - 17 points) Results meet District goals for similar students.	51-75% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).
Developing (3 - 8 points) Results are below District goals for similar students.	26-50% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-25% of students will meet or exceed their individual growth targets (see uploaded chart in Task 2.11).

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/12186/569006-TXEttx9bQW/Teacher HEDI State 20_1.docx

2.12) Locally Developed Controls

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

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

No additional locally developed controls have been applied.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, May 02, 2014

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

the percentage of a teacher’s students earning the advanced performance level (four) on the 4th grade ELA or math State assessments compared to those students’ performance levels on the 3rd grade ELA or math State assessments)

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 4 ELA Assessment
5	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 5 ELA Assessment
6	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 6 ELA Assessment
7	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 7 ELA Assessment
8	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 8 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.	CSUFSD will be measuring growth. The teachers, in collaboration with principals, will use each student's pre-assessment score and prior academic history to set individual growth targets.
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A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets.

See HEDI table at 3.3 to determine how the percentage of students meeting growth targets is converted into a score.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students will meet or exceed their individual growth targets (see uploaded chart in Task 3.3)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-75% of students will meet or exceed their individual growth targets (see uploaded chart in Task 3.3)
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-50% of students will meet or exceed their individual growth targets (see uploaded chart in Task 3.3)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students will meet or exceed their individual growth targets (see uploaded chart in Task 3.3)

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 4 Math Assessment
5	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 5 Math Assessment
6	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 6 Math Assessment
7	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 7 Math Assessment
8	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 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.	<p>CSUFSD will be measuring growth. The teachers, in collaboration with principals, will use each student's pre-assessment score and prior academic history to set individual growth targets.</p> <p>A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets.</p> <p>See HEDI table at 3.3 to determine how the percentage of</p>
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students meeting growth targets is converted into a score.

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

76-100% of students will meet or exceed their individual growth targets (see uploaded chart in Task 3.3)

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

51-75% of students will meet or exceed their individual growth targets (see uploaded chart in Task 3.3)

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

26-50% of students will meet or exceed their individual growth targets (see uploaded chart in Task 3.3)

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

0-25% of students will meet or exceed their individual growth targets (see uploaded chart in Task 3.3)

3.3) HEDI Tables or Graphics

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade K ELA Assessment
1	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 1 ELA Assessment
2	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 2 ELA Assessment
3	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 3 ELA Assessment

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.	<p>CSUFSD will be measuring growth. The teachers, in collaboration with principals, will use each student's pre-assessment score and prior academic history to set individual growth targets.</p> <p>A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets.</p> <p>See HEDI table at 3.13 to determine how the percentage of students meeting growth targets is converted into a score out of 20.</p>
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students will meet or exceed their individual growth targets (see uploaded chart in Task 3.13)
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-75% of students will meet or exceed their individual growth targets (see uploaded chart in Task 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	26-50% of students will meet or exceed their individual growth targets (see uploaded chart in Task 3.13)

grade/subject.

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

0-25% of students will meet or exceed their individual growth targets (see uploaded chart in Task 3.13)

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	5) District, regional, or BOCES-developed assessments	Cheektowaga-Sloan UFSD Developed Grade K Math Assessment
1	5) District, regional, or BOCES-developed assessments	Cheektowaga-Sloan UFSD Developed Grade 1 Math Assessment
2	5) District, regional, or BOCES-developed assessments	Cheektowaga-Sloan UFSD Developed Grade 2 Math Assessment
3	5) District, regional, or BOCES-developed assessments	Cheektowaga-Sloan UFSD Developed Grade 3 Math Assessment

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.

CSUFSD will be measuring growth. The teachers, in collaboration with principals, will use each student's pre-assessment score and prior academic history to set individual growth targets.

A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets.

For Kindergarten teachers, HEDI points will be awarded by the percentage of students in the teacher's class who score a Level 3 or 4 on the Cheektowaga-Sloan UFSD Developed Grade K Math Assessment. The assessment for Grade K will be scored on a Level 1 through 4 scale.

See HEDI table at 3.13 to determine how the percentage of students meeting growth or achievement targets is converted into a score out of 20.

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

76-100% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)

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

51-75% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)

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

26-50% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)

grade/subject.

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

0-25% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 6 Science Assessment
7	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 7 Science Assessment
8	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 8 Science Assessment

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

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

6-7 science will be measuring achievement based on the percentage of students scoring 65% or higher on the Cheektowaga-Sloan UFSD developed post assessment. A HEDI score will be awarded by converting the percentage of students meeting the achievement (65%) target into a score out of 20 using the scale uploaded in Task 3.13.

8 science will be measuring growth. The teachers, in collaboration with principals, will use each student's pre-assessment score and prior academic history to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets and converted to a score out of 20 based on the HEDI scale uploaded in Task 3.13.

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

76-100% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)

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

51-75% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)

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

26-50% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)

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

0-25% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 6 Social Studies Assessment
7	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 7 Social Studies Assessment
8	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 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.	6-8 social studies will be measuring achievement based on the percentage of students scoring 65% or higher on the Cheektowaga-Sloan UFSD developed post assessment. A HEDI score will be awarded by converting the percentage of students meeting the achievement (65%) target into a score out of 20 using the scale uploaded in Task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students scored a 65% or higher on the post-assessment (see uploaded chart in Task 3.13)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-75% of students scored a 65% or higher on the post-assessment (see uploaded chart in Task 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-50% of students scored a 65% or higher on the post-assessment (see uploaded chart in Task 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students scored a 65% or higher on the post-assessment (see uploaded chart in Task 3.13)

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 9 Global 1 Assessment
Global 2	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 10 Global 2 Assessment

American History	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 11 American History Assessment
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For High School Social Studies: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Global 1 will be measuring achievement based on the percentage of students scoring 65% or higher on the Cheektowaga-Sloan UFSD developed post assessment. A HEDI score will be awarded by converting the percentage of students meeting the achievement (65%) target into a score out of 20 using the scale uploaded in Task 3.13.
	Global 2 and American History will be measuring growth. The teachers, in collaboration with principals, will use each student's pre-assessment score and prior academic history to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets and converted to a score out of 20 based on the HEDI scale uploaded in Task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-75% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-50% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 9 Living Environment Assessment
Earth Science	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 10 Earth Science Assessment
Chemistry	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 11 Chemistry Assessment

Physics	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 12 Physics Assessment
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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.	Living Environment, Earth Science, Chemistry, and Physics will be measuring growth. The teachers, in collaboration with principals, will use each student's pre-assessment score and prior academic history to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets and converted to a score out of 20 based on the HEDI scale uploaded in Task 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students will meet or exceed their individual targets (see uploaded chart in Task 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-75% of students will meet or exceed their individual targets (see uploaded chart in Task 3.13)
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-50% of students will meet or exceed their individual targets (see uploaded chart in Task 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students will meet or exceed their individual targets (see uploaded chart in Task 3.13)

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 9 Algebra 1 Assessment
Geometry	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 10 Geometry Assessment
Algebra 2	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 11 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.

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

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.	Algebra 1, Geometry, and Algebra 2 will be measuring growth. The teachers, in collaboration with principals, will use each student's pre-assessment score and prior academic history to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets and converted to a score out of 20 based on the HEDI scale uploaded in Task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students will meet or exceed their individual targets (see uploaded chart in Task 3.13)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-75% of students will meet or exceed their individual targets (see uploaded chart in Task 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-50% of students will meet or exceed their individual targets (see uploaded chart in Task 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students will meet or exceed their individual targets (see uploaded chart in Task 3.13)

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 9 ELA Assessment
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 10 ELA Assessment
Grade 11 ELA	5) District, regional, or BOCES–developed assessments	Cheektowaga-Sloan UFSD Developed Grade 11 ELA Assessment

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

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

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

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.	Grade 9 and 10 ELA will be measuring achievement based on the percentage of students scoring 65% or higher on the Cheektowaga-Sloan UFSD developed post assessment. A HEDI score will be awarded by converting the percentage of students meeting the achievement (65%) target into a score out of 20 using the scale uploaded in Task 3.13. Grade 11 ELA will be measuring growth. The teachers, in collaboration with principals, will use each student's pre-assessment score and prior academic history to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets and converted to a score out of 20 based on the HEDI scale uploaded in Task 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-75% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-50% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)

3.12) All Other Courses

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

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
JFK HS (9-12) Teachers/Courses/Subjects Not Named Above	6(ii) School wide measure computed locally	Cheektowaga-Sloan UFSD Developed Grade 9, 10, 11 and 12 ELA Assessment
JFK MS (6-8) Teachers/Courses/Subjects Not Named Above	6(ii) School wide measure computed locally	Cheektowaga-Sloan UFSD Developed Grade 6, 7 and 8 ELA Assessment
Woodrow Wilson (3-5) Teachers/Courses/Subject Not Named Above	6(ii) School wide measure computed locally	Cheektowaga-Sloan UFSD Developed Grade 3, 4 and 5 ELA Assessment
Theodore Roosevelt (K-2) Teachers/Courses/Subject Not Named Above	6(ii) School wide measure computed locally	Cheektowaga-Sloan UFSD Developed Grade K, 1 and 2 ELA Assessment
Self-Contained Special Education	5) District/regional/BOCES-developed	Cheektowaga-Sloan UFSD Developed Self Contained Math Assessment
K-2 AIS ELA Teachers	5) District/regional/BOCES-developed	Cheektowaga-Sloan UFSD Developed Grade K, 1, and 2 ELA Assessment
K-2 AIS Math Teachers	5) District/regional/BOCES-developed	Cheektowaga-Sloan UFSD Developed Grade K, 1, and 2 Math Assessment

	oped	
3-5 AIS ELA Teachers	5) District/regional/BOCES–devel oped	Cheektowaga-Sloan UFSD Developed Grade 3, 4, and 5 ELA Assessment
3-5 AIS Math Teachers	5) District/regional/BOCES–devel oped	Cheektowaga-Sloan UFSD Developed Grade 3, 4, and 5 Math Assessment
6-8 AIS ELA Teachers	5) District/regional/BOCES–devel oped	Cheektowaga-Sloan UFSD Developed Grade 6, 7, and 8 ELA Assessment
6-8 AIS Math Teachers	5) District/regional/BOCES–devel oped	Cheektowaga-Sloan UFSD Developed Grade 6, 7, and 8 Math Assessment
K-2 Consultant Teachers	5) District/regional/BOCES–devel oped	Cheektowaga-Sloan UFSD Developed Grade K, 1, and 2 ELA Assessment
3-5 Consultant Teachers	5) District/regional/BOCES–devel oped	Cheektowaga-Sloan UFSD Developed Grade 3, 4, and 5 ELA Assessment
6-8 Consultant Teachers	5) District/regional/BOCES–devel oped	Cheektowaga-Sloan UFSD Developed Grade 6, 7, and 8 ELA Assessment

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

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

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.

For those K-12 teachers receiving a school-wide measure, CSUFSD will determine the percentage of students at each grade level who have met their growth targets on their respective Cheektowaga-Sloan UFSD developed ELA post-assessment. This percentage will be applied to the HEDI table (see Task 3.13) to get a score out of 20. To calculate the final school-wide score, each grade level score will be weighted based on the total population at each grade level, then averaged for a final score out of 20. Teachers in collaboration with principals will use each student's pre-assessment score and prior academic history to set individual growth targets.

Self Contained Special Education will be measuring achievement based on the percentage of students scoring 65% or higher on the Cheektowaga-Sloan UFSD developed post assessment. A HEDI score will be awarded by converting the percentage of students meeting the achievement (65%) target into a score out of 20 using the scale uploaded in Task 3.13.

AIS and Consultant teachers will be measuring growth. The teachers, in collaboration with principals, will use each student's pre-assessment score and prior academic history to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets and converted to a score out of 20

based on the HEDI scale uploaded in Task 3.13.

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

76-100% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)

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

51-75% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)

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

26-50% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)

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

0-25% of students will meet or exceed their growth or achievement targets (see uploaded chart in Task 3.13)

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/12149/569007-y92vNseFa4/Teacher HEDI Local 20.docx

3.14) Locally Developed Controls

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

No other locally developed controls.

3.15) Teachers with More Than One Locally Selected Measure

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

We will combine the HEDI scores of the teachers that have more than one locally selected measure, proportionally based on student population. This process will be used to combine 0-15 HEDI scores as well.

For example, if a K-1 AIS teacher had 2 locally selected measures - 1 for 10 students in K AIS and 1 for 30 students in Gr 1 AIS - the district would calculate and weight the final score as follows:

- 1) determine the percentage of students who reached their target on locally selected measure #1 and #2 (for example #1 = 58%, #2 = 98%)
- 2) determine the score out of 20 points using the district-approved HEDI table (in this case measure #1 = 12 points, #2 = 20 points)
- 3) determine the total number of students (in this case there would be 40) and determine the weight for each measure (#1 = .25, #2 = .75)
- 4) multiply the points for each locally selected measure by the weight (#1 = 12 pts x .25 = 3; #2 = 20 pts x .75 = 15)
- 5) add the points from each weighted calculation to get the final score out of 20 (3 + 15 = 18 points out of 20)

Cheektowaga-Sloan UFSD will round up the the nearest whole number when an averaged score is .5 or higher. And round down to the nearest whole number when the averaged score is .4 or lower. Rounding will not cause or permit a teacher to move between HEDI rating categories.

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)

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Updated Friday, May 02, 2014

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4.1) Teacher Practice Rubric

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

The "Second Rubric" space is required for districts that have chosen an observation-only rubric (CLASS or NYSTCE) from the State-approved list. (Note: Any district may use multiple rubrics, as long as the same rubric(s) is used for all classroom teachers in a grade/subject across the district.)

4.1) Teacher Practice Rubric Rubric	Danielson's Framework for Teaching (2011 Revised Edition)
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Second Rubric, if applicable	(No response)
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4.2) Points Within Other Measures

State the number of points (if any) that will be assigned to each of the following measures, making sure that the points total 60. If you are not using a particular measure, enter 0. This APPR form only provides one space for assigning points within other measures for teachers. If your district/BOCES prefers to assign points differently for different groups of teachers, enter the points assignment for one group of teachers below. For the other group(s) of teachers, fill out copies of this form and upload as an attachment for review. Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	50
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	10

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The 60 points will be determine by the following:

1) 40 points based on a Formal Classroom Observation

Teachers will be assessed on all 4 Danielson Domains during the Formal Classroom Observation (Domain #1-4). Teachers can score a 0, 1, 2, or 3 based on each subcomponent in each of the Domains [0 = ineffective, 1 = developing, 2 = effective, 3 = highly effective]. Because each Domain has a different number of subcomponents present, each will yield a different max raw score:

- Domain #1 has 6 subcomponents for a max raw score of 18
- Domain #2 has 5 subcomponents for a max raw score of 15
- Domain #3 has 5 subcomponents for a max raw score of 15
- Domain #4 has 6 subcomponents for a max raw score of 18

In order to make each Domain weighted proportionally, CSUFSD will use a conversion chart to convert the raw score for each Domain into a scaled score out of 10 (see attachment for Point Conversion Charts). The scaled scores out of 10 for each of the 4 Domains are then added together to get a final score out of 40 points. For probationary teachers, the final scores out of 40 points for each of the

formal classroom observations will be averaged together.

2) 10 points based on an Informal, Unannounced Classroom Walkthrough

Teachers will be assessed on the following Danielson subcomponents:

Domain #2: Subcomponent 2d

Domain #3: Subcomponent 3a, 3b/d, 3c

Domain #4: Subcomponent 4a

Teachers can score a 2, 1.5, 1 or 0 on each of the 5 subcomponents identified above [0=ineffective, 1=developing, 1.5=effective, 2=highly effective]. The scores for each subcomponent are added up for a final score out of 10 points. In the event that evidence corresponding to a subcomponent other than those identified above is observed in the walkthrough, the evaluator will rate the subcomponent and it will be factored into the teacher's final evaluation score.

3) 10 points based on Pre- and Post-Observation Meetings and Form Documents

Teachers will be assessed based on the completion of the pre- and post-observation meeting documents based on Domains #1 and #4 of the Danielson rubric. For the pre-observation meeting documents, teachers can score 5 points or 0 points for both the pre- and post-observations [0 = ineffective, 0 = developing, 5 = effective, 5 = highly effective]. The scores from the pre- and post-observation meeting documents are added up for a final score out of 10 points.

Once all three components of the teacher's effectiveness measure are complete (formal observation, informal walkthrough, and pre/post observation meetings), the evaluator will add up the scores for a final score out of 60 points, and apply the Overall Rating Conversion Scale to determine the final score out of 60 points. Any resulting decimals will be rounded to the nearest whole number (.5 and greater = round up, .4 and smaller = round down). Rounding will not cause or permit a teacher to move between HEDI rating categories.

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

assets/survey-uploads/12179/569008-eka9yMJ855/Teacher Multiple Measures Task 4.5_2.docx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	see upload in Task 4.5
Effective: Overall performance and results meet NYS Teaching Standards.	see upload in Task 4.5
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	see upload in Task 4.5
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	see upload in Task 4.5

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

Formal/Long	2
Informal/Short	1
Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	1
Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- In Person
-

5. Composite Scoring (Teachers)

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Updated Friday, May 02, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness
(Teacher and Leader standards)

Highly
Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

Where there is no Value-Added measure

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

Overall
Composite Score

Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100

Effective
9-17
9-17
75-90

Developing
3-8
3-8
65-74

Ineffective
0-2
0-2
0-64

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

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

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

Where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

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Updated Thursday, March 27, 2014

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6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

assets/survey-uploads/12193/569010-Df0w3Xx5v6/CSUFSD TIP PLAN.docx

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The Appeals Process
Cheektowaga-Sloan UFSD

This Agreement is made by and between the Cheektowaga-Sloan Union Free School District (“District”) and the Teachers’ Association of Cheektowaga-Sloan (“Association”), collectively referred to herein as the “Parties”. In order to implement the requirements of N.Y. Education Law § 3012-c, and notwithstanding any other current bargaining obligation or agreement, the District and the Association hereby agree as follows with regard to classroom teachers who are covered by Section 3012-c.

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

2. Prior to the annual rating becoming final, a teacher receiving an ineffective rating shall meet with the applicable Administrator (or designee if the Administrator is not available) to review all findings relating to the evaluation, including but not limited to any potential procedural or substantive disputes regarding it. This does not limit the existing rights of teachers rated developing, effective or highly effective to request to informally discuss their final rating with the applicable administrator.

3. Appeals of Annual Professional Performance Reviews shall be limited to only those which rate a classroom teacher as ineffective. A unit member holding the position of classroom teacher may challenge only the substance of the Annual Professional Performance Review, the District’s adherence to the standards and methodologies required for such Annual Professional Performance Review, the District’s compliance with its procedures for conducting the Annual Professional Performance Review, or its issuance and/or implementation of the terms of the Teacher Improvement Plan consistent with N.Y. Education Law § 3012-c.

Such challenge must be submitted in writing to the Administrator performing the Annual Professional Performance Review or Teacher Improvement Plan. There may be only one appeal submitted in relation to any particular Annual Professional Performance Review or Teacher Improvement Plan. The writing must explain in detail the specific basis for the challenge, and should provide any relevant supporting documentation. The appeal must be submitted within six business days of the issuance of the Annual Professional Performance Review or Teacher Improvement Plan or it is deemed waived. The appeal of the implementation of the teacher improvement plan must be submitted within 6 business days of each alleged failure by the district to implement the component of the teacher improvement plan. The teacher has the burden of demonstrating a clear right to the relief requested and the burden of establishing the facts upon which such relief is sought.

Within six business days of receipt of the challenge, the Administrator conducting the Annual Professional Performance Review or Teacher Improvement Plan shall meet with the teacher and his/her union representative to discuss the appeal. Any grounds not raised in the appeal by this point shall be deemed waived for this procedure. The Administrator shall submit a written determination on the appeal within 6 days of the conclusion of the meeting with the appellant teacher. Consistent with N.Y. Education Law § 3012-c, the District may not use the Annual Professional Performance Review or Teacher Improvement Plan until such determination is rendered.

If the teacher received an “ineffective” rating and disagrees with the determination, the teacher may submit a copy of the challenge, the determination, and a written statement explaining in detail the basis for disagreement with the determination, with any relevant supporting documentation, to the Superintendent of Schools within six business days of the date of the determination. Within six business days of receipt of the challenge, the Superintendent shall meet with the teacher and his/her union representative to discuss the appeal. Within six business days of such meeting, the Superintendent shall submit a written determination on the appeal. In the absence of a timely determination, the District may not use the Annual Professional Performance Review or Teacher Improvement Plan until such determination is rendered.

A unit member shall be entitled to representation by the T.A.C. during the course of any appeal authorized by this paragraph. The District shall maintain a record of all documents and materials submitted by either party during such an appeal, which shall thereafter be available for inspection by the unit member and/or the T.A.C. The teacher may present any mitigating circumstances that he/she believes relevant during the course of an appeal (including, but not limited to, Class Size, Students and Classes Assigned, Student Attendance, Teacher Leave Time/Personal Life, New Initiatives/Requirements and Physical Environment, administrative relationships), which shall be considered by the District along with all other information submitted during the appeal. The presentation or consideration of any such information presented by a teacher shall not prejudice the position that either the teacher, Association or District may take in a Section 3020-a hearing.

A challenge or determination under this section shall be exempt from the grievance and arbitration provisions in the collective negotiations agreement between the Parties, and an Annual Professional Performance Review or Teacher Improvement Plan may not be challenged in any other forum.

4. Nothing in this agreement shall in any way restrict or affect the District’s non-reviewable authority to terminate the appointment of or deny tenure to a probationary teacher, and any such termination or denial shall not in any way be subject to challenge through the grievance and arbitration provisions of the collective negotiations agreement between the Parties consistent with N.Y. Education Law § 3012-c. The District may only terminate or deny tenure to a probationary teacher during the pendency of an appeal for constitutionally permissible reasons other than the performance being appealed.

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

6. Nothing in this Memorandum of Agreement shall be construed to limit the defenses which the employee may place before a Section

3020-a hearing officer in challenging the allegation of a pattern of ineffective teaching or performance.

7. The Parties agree that they will further conduct negotiations concerning the APPR Regulations adopted by the Board of Regents, and to the extent necessary to comply with said Regulations and N.Y. Education Law § 3012-c.

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

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

- 1) Training for lead evaluators and evaluators will include bi-monthly participation in professional learning, including staff development around inter-rater reliability activities. During inter-rater reliability training, administrators will
 - a) observe classroom observation through video or live instruction,
 - b) collect evidence of teacher practice, organizing evidence based on the Domains and subcomponents of the Danielson rubric, and determine the level of effectiveness (ineffective, developing, effective, highly effective).
 - c) calculate overall scores using district procedures and forms
 - d) engage in authentic discussion with the other evaluators using observation evidence to support their case for teacher ratings

During each inter-rater reliability activity, each evaluators scores are collected and organized into a spreadsheet/chart so that the team can track areas where there are small and large discrepancies between raters scores. The district will be able to track and make correlations between evaluators scores throughout the year to be able to evaluate the training's effectiveness. Additional training and follow-up support is provided for areas in which evaluators have the largest discrepancies in their scoring.

- 2) Each lead evaluator will be certified/re-certified on an annual basis by the Cheektowaga-Sloan UFSD Board of Education. In order to be certified, each lead evaluator and evaluator must show evidence, in writing, of professional learning around the nine certification criteria outlined in 30-2.9(b).
- 3) Each lead evaluator and evaluator will attend bi-monthly, half day sessions designed around the nine certification criteria outlined in 30-2.9(b), with an emphasis on developing and strengthening inter-rater reliability. New administrators will attend an additional four half day Race to the Top new administrators training workshops provided by Erie 1 BOCES network team, which addresses the nine certification criteria outlined in 30-2.9(b).

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

(4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations,

including training on the effective application of such rubrics to observe a teacher or principal's practice

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

Updated Tuesday, April 29, 2014

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

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

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

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

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

3-5
6-8
9-12

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

Please check the boxes below:

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

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

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

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

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

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

State assessments, required if one exists

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-2	State-approved 3rd party assessment	STAR Reading Enterprise and STAR Math Enterprise

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	<p>CSUFSD will be measuring growth. The principal, in collaboration with district administration, will use each student's pre-assessment score and prior academic history to set individual growth targets.</p> <p>A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets.</p> <p>See HEDI table at 7.3 to determine how the percentage of students meeting growth targets is converted into a score out of 20.</p>
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	76-100% of students will meet or exceed their individual growth targets (see uploaded chart in Task 7.3).
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	51-75% of students will meet or exceed their individual growth targets (see uploaded chart in Task 7.3).

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	26-50% of students will meet or exceed their individual growth targets (see uploaded chart in Task 7.3).
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	0-25% of students will meet or exceed their individual growth targets (see uploaded chart in Task 7.3).

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

assets/survey-uploads/12156/569011-lha0DogRNw/Principal HEDI State 20_1.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

No allowable controls or adjustments.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

7.6) Assurances -- Comparable Growth Measures | Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms. Checked

8. Local Measures (Principals)

Created Tuesday, April 30, 2013

Updated Friday, May 02, 2014

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
3-5	(d) measures used by district for teacher evaluation	Cheektowaga-Sloan UFSD Developed Grade 3, 4, and 5 ELA Assessment
6-8	(d) measures used by district for teacher evaluation	Cheektowaga-Sloan UFSD Developed Grade 6, 7, and 8 ELA Assessment
9-12	(d) measures used by district for teacher evaluation	Cheektowaga-Sloan UFSD Developed Grade 9, 10, 11, and 12 ELA Assessment

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<p>CSUFSD will be measuring school-wide growth. The principal, in collaboration with district administration, will use each student's pre-assessment score and prior academic history to set individual growth targets.</p> <p>The principals' local score will be determined by the percentage of students at each grade level who have met their growth targets on their Cheektowaga-Sloan UFSD Developed ELA Assessment. This percentage will be applied to the HEDI table (see Task 8.1) to get a score out of 20. HEDI points will be awarded on a 15 point scale after implementation of a value added measure. To calculate the final school-wide score, each grade level score will be weighted based on the total population at each grade level, then averaged.</p>
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students will meet or exceed their individual growth targets (see uploaded chart in Task 8.1)
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-75% of students will meet or exceed their individual growth targets (see uploaded chart in Task 8.1)

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

26-50% of students will meet or exceed their individual growth targets (see uploaded chart in Task 8.1)

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

0-25% of students will meet or exceed their individual growth targets (see uploaded chart in Task 8.1)

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

(No response)

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

assets/survey-uploads/12190/569012-qBFVOWF7fC/Principal HEDI Local 20.docx

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

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

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

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

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

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

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

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

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

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

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

(h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th

grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Pre K-2	(d) measures used by district for teacher evaluation	Cheektowaga-Sloan UFSD Developed Grade K, 1, and 2 ELA Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	<p>CSUFSD will be measuring school-wide growth. The principal, in collaboration with district administration, will use each student's pre-assessment score and prior academic history to set individual growth targets.</p> <p>The principals' local score will be determined by the percentage of students at each grade level who have met their growth targets on their Cheektowaga-Sloan UFSD Developed ELA Assessment. This percentage will be applied to the HEDI table (see Task 8.1) to get a score out of 20. To calculate the final school-wide score, each grade level score will be weighted based on the total population at each grade level, then averaged.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	76-100% of students will meet or exceed their individual growth targets (see uploaded chart in Task 8.2)
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	51-75% of students will meet or exceed their individual growth targets (see uploaded chart in Task 8.2)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	26-50% of students will meet or exceed their individual growth targets (see uploaded chart in Task 8.2)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	0-25% of students will meet or exceed their individual growth targets (see uploaded chart in Task 8.2)

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

(No response)

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

assets/survey-uploads/12190/569012-T8MIGWUVm1/Principal HEDI Local 20.docx

8.3) Locally Developed Controls

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

No adjustment, controls, or other special considerations.

8.4) Principals with More Than One Locally Selected Measure

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

We will average the HEDI scores of the principals that have more than one locally selected measure, proportionally based on student population. In the case of multiple measures, weighting would be applied, as needed, based on numbers of students included in each measure. The same process for combining locally-selected measures will be used for measures scored on a 0-15 point HEDI scale.

For example, if a K-1 principal had 2 locally selected measures - 1 measure for 100 students in Kindergarten and 1 measure for 300 students in Gr 1 - the district would calculate and weight the final score as follows:

- 1) determine the percentage of students who reached their target on the locally selected measure #1 and #2 (for example measure #1 - 58%, measure #2 = 98%)
- 2) determine the score out of 20 points using the district-approved HEDI table (in this case measure #1 = 12 points, measure #2 = 20 points)
- 3) determine the total number of students (in this case there would be 400) and determine the weight for each locally selected measure (#1 = .25, #2 = .75)
- 4) multiply the points for each locally selected measure by the weight (#1 = 12 pts x .25 = 3; #2 = 20 pts x .75 = 15)
- 5) add the points from each weighted calculation to get the final score out of 20 (3 + 15 = 18 points out of 20)

Cheektowaga-Sloan UFSD will round up the nearest whole number when an averaged score is .5 or higher. And round down to the nearest whole number when the averaged score is .4 or lower. Rounding will not cause or permit a principal to move between HEDI rating categories.

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check

8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013

Updated Friday, May 02, 2014

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9.1) Principal Practice Rubric

Select the choice of principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards. If your district has been granted a variance by NYSED through the variance process, select "district variance" from the menu. The "Second Rubric" space is optional. A district may use multiple rubrics, as long as the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district.

9.1) Principal Practice Rubric Rubric	Multidimensional Principal Performance Rubric
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Second rubric (if applicable)	(No response)
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9.2) Points Within Other Measures

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

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

(No response)

9.3) Assurances -- Goals

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
K12 Insight Student Survey (Grades 3-5) for Principal Evaluation in New York	(No response)
K12 Insight Student Survey (Grades 6-12) for Principal Evaluation in New York	(No response)
K12 Insight Parent Survey for Principal Evaluation in New York	(No response)
K12 Insight Teacher/Staff Survey for Principal Evaluation in New York	(No response)
District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The 60 points will be determine by the following:

1) 3 Formal Observations

Principals will be assessed on all 6 Multidimensional Principal Performance Rubric (MPPR) Domains during the 3 Formal Observations. Evidence of effectiveness will be collected during these 3 formal observations based on all Domains and subdomains in MPPR. After all 3 formal observations have been conducted, the lead evaluator will review the evidence and holistically assign an effectiveness rating for each subdomain. Principals can score 1, 2, 3, or 4 points per subdomain [1 = ineffective, 2 = developing, 3 = effective, 4 = highly effective]. Because each Domain has a different number of subcomponents present, each will yield a different 'total possible points':

- Domain #1 has 2 subdomains for a total possible points out of 8
- Domain #2 has 5 subdomains for a total possible points out of 20
- Domain #3 has 4 subdomains for a total possible points out of 16
- Domain #4 has 3 subdomains for a total possible points out of 12
- Domain #5 has 2 subdomains for a total possible points out of 8
- Domain #6 has 2 subdomains for a total possible points out of 8

The principal can score a total of 72 points based on the three formal observations aligned to the Domains and subdomains of the MPPR.

2) Goal Setting Process

The principal will select 3 goals based on the Other Domain (Goal Setting and Attainment) in the MPPR. The principal will submit the Goal Statement Form no later than November 15th, and a goal setting conference will take place within 10 business days between the principal and lead evaluator. Principals can score 0-4 points per goal as per the 4 rating categories [0 = ineffective, 0 = developing, 4 = effective, 4 = highly effective].

- Goal #1 has a total possible points out of 4
- Goal #2 has a total possible points out of 4
- Goal #3 has a total possible points out of 4
- Post-Conference has total possible points out of 4

At an end-of-year post conference, the principal and evaluator will meet to discuss and review evidence of the completion of each of the goals. The principal can score a total of 16 points based on the three goals and post-conference.

Once all three formal observations have been completed and points awarded to each subdomain in the MPPR, and the points have been awarded for each of the goals, the evaluator will add up the points out of 88 - 72 for the 3 formal observation and 16 for the 3 goals and post-conference. The points are then converted to a score out of 60 using the Cheektowaga-Sloan UFSD MPPR/NYS APPR Conversion Chart uploaded in Task 9.7. The conversion chart also has a column to show the rounded score to ensure a whole number is used out of 60. Rounding will not cause or permit a principal to move between HEDI rating categories.

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

assets/survey-uploads/12205/569013-pMADJ4gk6R/Principal Multiple Measures Chart.docx

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

Highly Effective: Overall performance and results exceed standards.	50-60 points earned as stated in table attached in Task 9.7.
Effective: Overall performance and results meet standards.	35-49 points earned as stated in the table attached in Task 9.7.
Developing: Overall performance and results need improvement in order to meet standards.	20-34 points earned as stated in the table attached in Task 9.7.
Ineffective: Overall performance and results do not meet standards.	0-19 points earned as stated in the table attached in Task 9.7.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	50-60
Effective	35-49
Developing	20-34
Ineffective	0-19

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)

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Updated Thursday, February 27, 2014

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

Where there is no Value-Added measure

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

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

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

Highly Effective	50-60
Effective	35-49
Developing	20-34
Ineffective	0-19

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Tuesday, April 29, 2014

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11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

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

[assets/survey-uploads/5276/143220-Df0w3Xx5v6/Task 11.2 Principal Improvement Plan Form CSUFSD.docx](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

V. Appeal Process

1. A principal who receives an Ineffective rating on his/her APPR shall be entitled to appeal this rating. This appeal must be done in written form and submitted to the Lead Evaluator who has been trained in accordance with the requirements of the statute and regulation. An evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period during which an appeal could be filed by the principal or the conclusion of the appeal process described herein, whichever is

later.

2. The principal must submit a written description of the specific areas of disagreement over his/her performance review, or the issuance and/or implementation of the terms of his/her improvement plan. The district upon written request must provide any additional written documents or materials relevant to the appeal for the same. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered. These concerns are limited to those matters that may be appealed as prescribed in Section 3012 c of the Education Law:

- Substance of the annual professional performance review
- The school district's adherence to standards and methodologies required for such reviews
- Adherence to Commissioner's Regulations, as applicable to such reviews
- Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans
- Issuance and/or compliance with terms of the principal improvement plan

3. A principal may not file more than one appeal on the same evaluation.

4. The burden shall be on the district to establish by the preponderance of the evidence that the rating given to the appellant was justified or that an improvement plan was appropriately issued and/or implemented.

5. An appeal must be filed in writing within fifteen (15) calendar days of the presentation of the document (yearly evaluation and/or improvement plan) to the principal or the right to appeal shall be deemed as waived in all regards. The act of mailing shall constitute filing. An appeal of the implementation of the principal improvement plan must be filed in writing within 15 calendar days of each alleged failure of the district to implement a component of the principal improvement plan.

6. An Appeal Panel will consist of:

1 District Office Administrator

1 Building Level Principal of the Appellant's choice

1 Administrator mutually agreed upon by the appellant/CSUFSDAA and the Lead Evaluator from outside of the district

7. The Lead Evaluator or his/her designee will respond to the appeal with a written response acknowledging the appeal and directing further administrative action. This correspondence will be made within fifteen (15) business days of the receipt of the appeal. The response will include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal.

8. The Appeal Panel and appellant will meet within ten (10) business days of the written response to review the appeal and either modify the principal evaluation rating or deny the appeal. The Appeals Panel meeting is a mandatory step in the appeals procedure. The appeal hearing shall be conducted in no more than one business day unless extenuating circumstances are present and all parties agree to a second day. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not. The cost of said proceedings will not exceed \$350.00.

9. The principal shall have the opportunity to present his/her case which may include the representation of witnesses and/or affidavits in lieu of testimony, then the school district may refute the presentation, if the school district does present a case the principal will have the right to present a rebuttal case.

10. A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. The appeal shall be based on a written record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers. The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the reviewer may set aside or modify a rating. A copy of the decision shall be provided to the principal, the Lead Evaluator and all members of the Appeal Panel.

11. In the event a principal receives a second evaluation rating of Ineffective the following year, the appeal panel will be comprised as delineated in section V.6 of this document, utilizing all timelines identified otherwise in the appeals procedure. At any point in the appeals process, the principal may enlist the support of the local or SAANYS association support.

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

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

- 1) Training for lead evaluators and evaluators will include bi-monthly participation in professional learning, including staff development around inter-rater reliability activities. During inter-rater reliability training, administrators will
 - a) observe classroom instruction, meetings, conferences, etc. via video or live demonstration
 - b) collect evidence of principal practice, organizing evidence based on the Domains and subcomponents of the MPPR rubric, and determine the level of effectiveness (ineffective, developing, effective, highly effective).
 - c) calculate overall scores using district procedures and forms
 - d) engage in authentic discussion with the other evaluators using observation evidence to support their case for principal ratings

During each inter-rater reliability activity, each evaluators scores are collected and organized into a spreadsheet/chart so that the team can track areas where there are small and large discrepancies between raters scores. The district will be able to track and make correlations between evaluators scores throughout the year to be able to evaluate the training's effectiveness. Additional training and follow-up support is provided for areas in which evaluators have the largest discrepancies in their scoring.

2) Each lead evaluator will be certified/re-certified on an annual basis by the Cheektowaga-Sloan UFSD Board of Education. In order to be certified, each lead evaluator and evaluator must show evidence, in writing, of professional learning around the nine certification criteria outlined in 30-2.9(b).

3) Each lead evaluator and evaluator will attend bi-monthly, half day sessions designed around the nine certification criteria outlined in 30-2.9(b), with an emphasis on developing and strengthening inter-rater reliability. New administrators will attend an additional four half day Race to the Top new administrators training workshops provided by Erie 1 BOCES network team, which will address the nine certification criteria outlined in 30-2.9(b).

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

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Tuesday, May 06, 2014

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12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/12158/569016-3Uqgn5g9Iu/APPR Certification May 6 2014.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.

CSUFSD Determined H.E.D.I. Scoring Scale for the State 20%

Cheektowaga Sloan Union Free School District's teacher's annual professional performance review (APPR) will result in a single composite effectiveness score. For the state 20% based on growth targets, the district will use the following H.E.D.I. Scoring Scale to determine the 20 points assigned for meeting targets*:

		17	72-75%				
		16	68-71%				
		15	64-67%				
		14	61-63%	8	46-50%		
		13	59-60%	7	41-45%		
		12	57-58%	6	36-40%		
20	94-100%	11	55-56%	5	32-35%	2	19-25%
19	85-93%	10	53-54%	4	29-31%	1	9-18%
18	76-84%	9	51-52%	3	26-28%	0	0-8%
Highly Effective		Effective		Developing		Ineffective	
76-100%		51-75%		26-50%		0-25%	

*It is understood that the long term goal is for all students to reach and/or exceed proficiency standards. Student targets should be progressive steps towards that goal.

CSUFSD Determined H.E.D.I. Scoring Scale for the Local 20%

Cheektowaga Sloan Union Free School District’s teacher’s annual professional performance review (APPR) will result in a single composite effectiveness score. For the local 20% based on growth targets, the district will use the following H.E.D.I. Scoring Scale to determine the 20 points assigned for meeting targets*:

		17	72-75%				
		16	68-71%				
		15	64-67%				
		14	61-63%	8	46-50%		
		13	59-60%	7	41-45%		
		12	57-58%	6	36-40%		
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Highly Effective		Effective		Developing		Ineffective	
76-100%		51-75%		26-50%		0-25%	

*It is understood that the long term goal is for all students to reach and/or exceed proficiency standards. Student targets should be progressive steps towards that goal.

H.E.D.I. Scoring Scale – Value Added Model

For the Value Added Model, Cheektowaga-Sloan UFSD will use the following 15 point H.E.D.I. Scoring Scale to determine the points assigned for meeting targets:

		13	72-75%				
		12	68-71%	7	46-50%		
		11	64-67%	6	41-45%		
		10	60-63%	5	36-40%	2	19-25%
15	89-100%	9	55-59%	4	31-35%	1	9-18%
14	76-88%	8	51-54%	3	26-30%	0	0-8%
Highly Effective		Effective		Developing		Ineffective	
76-100%		51-75%		26-50%		0-25%	

*It is understood that the long term goal is for all students to reach and/or exceed proficiency standards. Student targets should be progressive steps towards that goal.

CSUFSD Determined H.E.D.I. Scoring Scale for the Local 20%

Cheektowaga Sloan Union Free School District’s teacher’s annual professional performance review (APPR) will result in a single composite effectiveness score. For the local 20% based on growth targets, the district will use the following H.E.D.I. Scoring Scale to determine the 20 points assigned for meeting targets*:

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		16	68-71%				
		15	64-67%				
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		13	59-60%	7	41-45%		
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76-100%		51-75%		26-50%		0-25%	

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76-100%		51-75%		26-50%		0-25%	

*It is understood that the long term goal is for all students to reach and/or exceed proficiency standards. Student targets should be progressive steps towards that goal.

CSUFSD Teacher Evaluation Summary Sheet (Other Measures)

Teacher:

Principal:

Grade/Subject Area:

School Year:

Item	Scoring	Explanation			Points			
Classroom Observations using Entire Danielson Rubric & Walkthrough	100%	<u>Annual Formal Observation Cycle:</u>			Raw Score	Scaled score	/60	
		Pre Observation Form	/5	/5	Domain #1: Planning and Preparation	/18		/10
		Domain #2: The Classroom Environment	/15	/10	Domain #3: Instruction	/15		/10
		Domain #4: Professional responsibilities	/18	/10	Post Observation Form	/5		/5
		Formative (informal) Observation Walkthrough Checklist	/10	/10				

Cheektowaga-Sloan Formal Classroom Observation

Teacher's Name _____ Observer's Name _____

School _____ Observation Date: _____ Lesson Observed: _____

Pre Observation Form Completed and Date Conference Held: _____

Post Observation Form Completed and Date Conference Held: _____

Domain 2: The Classroom Environment

I	D	E	H	
0	1	2	3	Components:
				2a Creating an Environment of Respect and Rapport
				2b Establishing a Culture for Learning
				2c Managing Classroom Procedures
				2d Managing Student Behavior
				2e Organizing Physical Space
				Totals (To be used in conjunction with the Point Conversion Chart as well as other artifacts and evidence in the compilation of the Summative Annual Professional Performance Review)

Domain 3: Instruction

I	D	E	H	
0	1	2	3	Components:
				3a Communicating with Students
				3b Using Questioning and Discussion Techniques
				3c Engaging Students in Learning
				3d Using Assessment in Instruction
				3e Demonstrating Flexibility and Responsiveness
				Totals (To be used in conjunction with the Point Conversion Chart as well as other artifacts and evidence in the compilation of the Summative Annual Professional Performance Review)

Evaluator's Comments

The notes below will lend themselves to professional discussion between the evaluator and teacher about the New York State Teaching Standards and the four Domains of Professional Practice according to the Charlotte Danielson Model of Teacher Evaluation.

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional and Leadership Responsibilities

Teacher Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

CSUFSD Classroom Walk Through

Teacher: _____ Class: _____ Domain 2: The Classroom Environment
 Date: _____ Time: _____ Domain 3: Instruction

Indicator Being Observed	Rubric Component	Rubric Indicators	(2) All Present (H/E)	(1.5) Maj. Present (E)	(1) Some Present (D)	(0) None Present (I)
1. The learning objective is clearly posted or evident.	3a	-Clarity of lesson purpose -Clear directions and procedures specific to the lesson activity -Absence of content errors and clear expectations of concepts -Students understand the content -Correct and imaginative use of language				
2. Students are actively engaged.	3c	-Activities aligned with the goals of the lesson -Student enthusiasm, interest, thinking, problem-solving, etc -Learning tasks that require high-level student thinking and are aligned with lesson objectives -Students highly motivated to work on all tasks and are persistent even when the tasks are challenging -Students actively “working,” rather than watching while their teacher “works.” -Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection				
3. Instruction and assessment of learning are integrated. Effective use of question and discussion techniques	3d	-Teacher paying close attention to evidence of student understanding -Teacher circulating to monitor student learning and to offer feedback				
	3b	-Teacher adjusting instruction in response to evidence of student understanding (or lack of it) - Questions of high cognitive challenge, formulated by both students and teacher - Effective use of student responses and ideas - Discussion with the teacher stepping out of the central, mediating role				
4. Effective classroom management is evident.	2d	-Clear standards of conduct, possibly posted, and possibly referred to during a lesson -Absence of acrimony between teacher and students concerning behavior -Teacher awareness of student conduct -Preventive action when needed by the teacher -Fairness -Absence of misbehavior -Reinforcement of positive behavior				
5. Follow Up Reflection Discussion between Observer and Teacher Date: _____	4a	-Accurate reflections on a lesson -Citations of adjustments to practice, drawing on a repertoire of strategies				
Total Points						/10

Discussion Notes:

 (Teacher Signature and Date)

 (Observer Signature and Date)

Cheektowaga Sloan UFSD Pre-Observation Reflections

(Most updated Danielson language-2011)

Teacher Name: _____ Curriculum Area: _____ Date: _____

1. To which part of your curriculum does this lesson relate?

2. How does this learning “fit” in the sequence of learning for this class?

3. Briefly describe the students in this class, including those with special needs.

4. What are your learning outcomes for this lesson? What do you want the students to understand?

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.

6. How will you differentiate instruction for different individuals or groups of students in the class?

7. How and when will you know whether the students have learned what you intend?

8. Is there anything that you would like me to specifically observe during the lesson?

Cheektowaga Sloan UFSD Post-Observation Reflections

(Most updated Danielson language-2011))

Teacher Name: _____ Curriculum Area: _____ Date: _____

Observation Date: _____ Grade/Subject Observed: _____

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of students work, what do those samples reveal about those students' levels of engagement and understanding?

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? If so, how, and why?

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials, and resources). To what extent were they effective?

6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

Point and Conversion Information for the Danielson Rubric

The following two tables are to be used when completing the CSUFSD Teacher Evaluation Summary Sheet:

Point Conversion Charts for Danielson Domains

APPR CHEKTOWAGA-SLOAN UFSD

Domains 2 & 3

Raw Score	Scaled Score
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	6.5
8	7
9	7.5
10	8
11	8.5
12	9
13	9.5
14	10
15	10

Domains 1 & 4

Raw Score	Scaled Score
0	0
1	1
2	1.5
3	2
4	2.5
5	3
6	3.5
7	4
8	5
9	5.5
10	6
11	7
12	7.5
13	8
14	8.5
15	9
16	9.5
17	10
18	10

CSUFSD Overall Rating Conversion Scale:

!

Cheek-Sloan's Scale	HEDI Scale	Rating
0	0	Ineffective
1	0	Ineffective
2	5	Ineffective
3	10	Ineffective
4	15	Ineffective
5	20	Ineffective
6	25	Ineffective
7	30	Ineffective
8	35	Ineffective
9	40	Ineffective
10	45	Ineffective
11	46	Ineffective
12	47	Ineffective
13	48	Ineffective
14-15	49	Ineffective
16-17	50	Developing
18-19	51	Developing
20-21	52	Developing
22-23	53	Developing
24-25	54	Developing
26-27	55	Developing
28-30	56	Developing
31-37	57	Effective
38-45	58	Effective
46-52	59	Highly Effective
53-60	60	Highly Effective



**CHEEKTOWAGA-SLOAN SCHOOL DISTRICT
TEACHER IMPROVEMENT PLAN (TIP)**

NAME OF TEACHER

NAME OF SCHOOL

ADMINISTRATOR'S NAME

SCHOOL YEAR

CHARLOTTE DANIELSON'S 2011 FRAMEWORK FOR TEACHING DOMAINS TO ADDRESS:

Domain 1:	Domain 2:	Domain 3:	Domain 4:
-----------	-----------	-----------	-----------

TIP Start Date:	Anticipated Date of TIP Completion:
-----------------	-------------------------------------

TIP Review Anticipated Meeting Dates

1. _____ 2. _____ 3. _____ 4. _____

Identified Domain Category	Actions to be Taken	Principal's Responsibilities	Teacher's Responsibilities	Timeline for Completion	Success Indicators <i>Evidence and Artifacts</i>	Improvements Made and Documented

INITIAL PLANNING SESSION

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

ACCEPTANCE OF TIP PLAN

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

_____/_____
SUPERINTENDENT SIGNATURE DATE

REVIEW SESSION 1

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

_____/_____
SUPERINTENDENT SIGNATURE DATE

REVIEW SESSION 2

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

_____/_____
SUPERINTENDENT SIGNATURE DATE

REVIEW SESSION 3

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

_____/_____
SUPERINTENDENT SIGNATURE DATE

REVIEW SESSION 4

_____/_____
TEACHER SIGNATURE DATE

_____/_____
ADMINISTRATOR SIGNATURE DATE

_____/_____
ASSOCIATION REPRESENTATIVE DATE

_____/_____
SUPERINTENDENT SIGNATURE DATE

ADEQUATE IMPROVEMENT:

SHOWN _____

NOT SHOWN _____

_____/_____

TEACHER SIGNATURE

DATE

_____/_____

ADMINISTRATOR SIGNATURE

DATE

_____/_____

ASSOCIATION REPRESENTATIVE

DATE

_____/_____

ADMINISTRATOR SIGNATURE

DATE

_____/_____

SUPERINTENDENT SIGNATURE

DATE

CSUFSD Determined H.E.D.I. Scoring Scale for the State 20%

Cheektowaga Sloan Union Free School District’s building principals’ annual professional performance review (APPR) will result in a single composite effectiveness score. For the state 20% based on growth targets, the district will use the following H.E.D.I. Scoring Scale to determine the 20 points assigned for meeting targets*:

		17	72-75%				
		16	68-71%				
		15	64-67%				
		14	61-63%	8	46-50%		
		13	59-60%	7	41-45%		
		12	57-58%	6	36-40%		
20	94-100%	11	55-56%	5	32-35%	2	19-25%
19	85-93%	10	53-54%	4	29-31%	1	9-18%
18	76-84%	9	51-52%	3	26-28%	0	0-8%
Highly Effective		Effective		Developing		Ineffective	
76-100%		51-75%		26-50%		0-25%	

*It is understood that the long term goal is for all students to reach and/or exceed proficiency standards. Student targets should be progressive steps towards that goal.

For principals not receiving a State Provided Growth Score we will be measuring growth. The principal, in collaboration with district administration, will use each student's pre-assessment score and prior academic history to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets and converted to a score out of 20 based on the scale above.

CSUFSD will determine the percentage of students at each grade level who have met their growth targets on their respective 3rd party assessment. This percentage will be applied to the HEDI table above to get a score out of 20. To calculate the final school-wide score, each grade level score will be weighted based on the total population at each grade level, then averaged.

State 20% School-Wide Score Determinations by Building:

- K-2 school-wide score will be measuring growth based on K, 1st, and 2nd Grade STAR Reading and Math Enterprise.

CSUFSD Determined H.E.D.I. Scoring Scale for the Local 20%

Cheektowaga Sloan Union Free School District’s building principals’ annual professional performance review (APPR) will result in a single composite effectiveness score. For the local 20% based on growth targets, the district will use the following H.E.D.I. Scoring Scale to determine the 20 points assigned for meeting targets*:

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For principals we will be measuring growth. The principals, in collaboration with district administration, will use each student's pre-assessment score and prior academic history to set individual growth targets. A HEDI score will be awarded based on the overall percentage of students who meet or exceed their individual growth targets and converted to a score out of 20 based on the scale above.

CSUFSD will determine the percentage of students at each grade level who have met their growth targets on their respective Cheektowaga-Sloan UFSD Developed ELA post-assessment. This percentage will be applied to the HEDI table above to get a score out of 20. To calculate the final school-wide score, each grade level score will be weighted based on the total population at each grade level, then averaged.

Local 20% School-Wide Score Determinations by Building:

- K-2 school-wide score will be measuring growth based on the Cheektowaga-Sloan UFSD Developed Grade K, 1, and 2 ELA Assessment.
- 3-5 school-wide score will be measuring growth based on the Cheektowaga-Sloan UFSD Developed Grade 3, 4, and 5 ELA Assessment.
- 6-8 school-wide score will be measuring growth based on the Cheektowaga-Sloan UFSD Developed Grade 6, 7, and 8 ELA Assessment.
- 9-12 school-wide score will be measuring growth based on the Cheektowaga-Sloan UFSD Developed Grade 9, 10, 11, and 12 ELA Assessment.

H.E.D.I. Scoring Scale – Value Added Model

For the Value Added Model, Cheektowaga-Sloan UFSD will use the following 15 point H.E.D.I. Scoring Scale to determine the points assigned for meeting targets:

		13	72-75%				
		12	68-71%	7	46-50%		
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CSUFSD will determine the percentage of students at each grade level who have met their growth targets on their respective Cheektowaga-Sloan UFSD Developed ELA post-assessment. This percentage will be applied to the HEDI table above to get a score out of 20. To calculate the final school-wide score, each grade level score will be weighted based on the total population at each grade level, then averaged.

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- 3-5 school-wide score will be measuring growth based on the Cheektowaga-Sloan UFSD Developed Grade 3, 4, and 5 ELA Assessment.
- 6-8 school-wide score will be measuring growth based on the Cheektowaga-Sloan UFSD Developed Grade 6, 7, and 8 ELA Assessment.
- 9-12 school-wide score will be measuring growth based on the Cheektowaga-Sloan UFSD Developed Grade 9, 10, 11, and 12 ELA Assessment.

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Cheektowaga Sloan UFSD Principal APPR
MPPR/NYS APPR Conversion Chart

Raw Score: MPPR ____/72 + Goal Setting Form ____/16

<i>MPPR +Goal Setting Raw Score</i>	<i>HEDI Rounded Score</i>		<i>MPPR +Goal Setting Raw Score</i>	<i>HEDI Rounded Score</i>
88	60	Highly Effective 50-60	52	34
87	60		51	33
86	59		50	32
85	58		49	31
84	58		48	30
83	57		47	29
82	56		46	28
81	56		45	27
80	55		44	26
79	54		43	25
78	54		42	24
77	53		41	23
76	52		40	22
75	52		39	21
74	51		38	20
73	50		37	19
72	49		36	18
71	49		35	17
70	48	34	16	
69	47	33	15	
68	47	32	14	
67	46	31	13	
66	45	30	12	
65	45	29	11	
64	44	28	10	
63	43	27	9	
62	43	26	8	
61	42	25	7	
60	41	24	6	
59	41	23	5	
58	40	22	4	
57	39	21	3	
56	38	20	2	
55	37	19	1	
54	36	0-18	0	
53	35			

Developing 20-34

Ineffective 0-19

Converted Score: ____/60

(Task 11.2) Principal Improvement Plan

NAME _____

SCHOOL BUILDING _____

ACADEMIC YEAR _____

Deficiency that promulgated the “Developing or Ineffective” performance rating:

Documentation that highlights areas of deficiency-

Improvement

Goal/Outcome: _____

Action Steps/Activities:

Timeline for

completion: _____

Required and Accessible Resources (including responsibility for

provision): _____

Date(s) for formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December _____

March _____

Other if needed _____

Evidence of Goal Achievement:

Principal Signature: _____

Date: _____

Lead Evaluator Signature: _____

Date: _____

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

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

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

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

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

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

Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development

Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured

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

Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later

Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner

Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner

Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them

Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process

Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

Assure that educators who receive a Developing or Ineffective rating will receive a TIP or PIP plan, in accordance with the regulations, as soon as practicable but in no case later than 10 school days from the opening of classes in the school year following the performance year

Assure that all evaluators and lead evaluators will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with the regulations

Assure that the district or BOCES has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal

Assure that, for teachers, all NYS Teaching Standards are assessed at least once per year, and, for principals, all Leadership Standards are assessed at least once per year

Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0 for each subcomponent and that the APPR Plan describes the process for assigning points for each subcomponent

Assure that locally-selected measures are rigorous and comparable across all classrooms (for teachers, the same locally-selected measure is used across a subject and/or grade level; for principals, the same locally-selected measure must be used for all principals in the same or similar program or grade configuration)

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

Assure that, if more than one type of locally-selected measure is used for principals in the same or similar grade configuration or program, the measures are comparable based on the Standards of Educational and Psychological Testing

Assure that the process for assigning points for all subcomponents and the composite scores will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction

Assure that district or BOCES will develop SLOs according to the rules and/or guidance established by SED and that past academic performance and / or baseline academic data of students is taken into account when developing an SLO

Assure that Student Growth/Value Added Measure will be used where applicable

Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval as soon as practicable and/or in a timeframe prescribed by the Commissioner

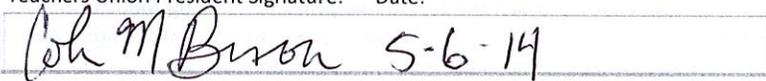
Assure that this APPR Plan applies to all classroom teachers and building principals as defined in the regulation and SED guidance

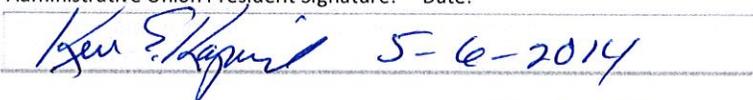
Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to the regulations

If this APPR Plan is being submitted subsequent to July 1, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date: 5-6-14


Teachers Union President Signature: Date:


Administrative Union President Signature: Date:


Board of Education President Signature: Date: 5-6-14
