



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

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Commissioner of Education  
President of the University of the State of New York  
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January 14, 2013

Jon Hunter, Superintendent  
Fairport Central School District  
38 West Church Street  
Fairport, NY 14450

Dear Superintendent Hunter:

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

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

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

Thank you again for your hard work.

Sincerely,

  
John B. King, Jr.  
Commissioner

Attachment

c: Daniel T. White

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

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

# Annual Professional Performance Reviews: 2012-13

Created Monday, October 08, 2012

Updated Wednesday, January 02, 2013

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 261301060000

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

*261301060000*

#### 1.2) School District Name: FAIRPORT CSD

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

*FAIRPORT CSD*

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

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

*Not applicable*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Friday, June 22, 2012

Updated Monday, January 14, 2013

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

|   | ELA  | Assessment                |
|---|--|---------------------------|
| K | School-or BOCES-wide, group or team results based on State assessments | Grades 3/4/5 NYS ELA test |
| 1 | School-or BOCES-wide, group or team results based on State assessments | Grades 3/4/5 NYS ELA test |
| 2 | School-or BOCES-wide, group or team results based on State assessments | Grades 3/4/5 NYS ELA test |

|   | ELA              | Assessment                 |
|---|------------------|----------------------------|
| 3 | State assessment | 3rd Grade State Assessment |

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The District will develop Student Learning Objectives as comparable growth measures for grades K-3 ELA teachers since a growth measure will not be provided by the State. For grades K-2 ELA teachers, the level of performance required for each HEDI category will be based on the percent of student growth at proficiency (levels 3-4) from the combined 2012 scores on the 3, 4 NYS ELA assessments to the combined spring 2013 scores on the 4, 5 NYS ELA assessments. For grade 3 ELA, the expectation for the level of performance required for each HEDI category will be based on the percentage of students who move up a level (1, 2, 3, 4) from the fall benchmark assessment to the NYS Grade 3 ELA assessment administered in the spring. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).   | Evidence indicates exceptional student learning gain across SLO(s). Student results met District expectations for growth. See Tables 1 and 2 for HEDI criteria.  |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).   | Evidence indicates significant student learning gain across SLO(s). Student results meet District expectations for growth. See Table 1 and 2 for HEDI criteria.  |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).  | Expectations described in SLO are nearly met. The educator may have demonstrated impact on student learning but overall students are below District expectations for growth. See Table 1 and 2 for HEDI criteria.  |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).  | Evidence indicates little or no student learning gain across SLO(s). Students are well-below District expectations for growth. See Table 1 and 2 for HEDI criteria.  |

### 2.3) Grades K-3 Math

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

|   | Math   | Assessment                 |
|---|--|----------------------------|
| K | School-or BOCES-wide, group or team results based on State assessments | Grades 3/4/5 NYS Math test |
| 1 | School-or BOCES-wide, group or team results based on State assessments | Grades 3/4/5 NYS Math test |
| 2 | School-or BOCES-wide, group or team results based on State assessments | Grades 3/4/5 NYS Math test |
| 3 | State assessment   | 3rd Grade State Assessment |

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in | The District will develop Student Learning Objectives as comparable growth measures for grades K-3 Math |
|---|---|

|   |  |
|---|--|
| this subcomponent. If needed, you may upload a table or graphic at 2.11, below.   | teachers since a growth measure will not be provided by the State. For grades K-2 math teachers, the level of performance required for each HEDI category will be based on the percent of student growth at proficiency (levels 3-4) from the combined 2012 scores on the 3, 4 NYS math assessments to the combined spring 2013 scores on the 4, 5 NYS math assessments. For grade 3 math, the expectation for the level of performance required for each HEDI category will be based on the percentage of students who move up a level (1, 2, 3, 4) from the fall benchmark assessment to the NYS Grade 3 math assessment administered in the spring. |
| Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test). | Evidence indicates exceptional student learning gain across SLO(s). Student results met District expectations for growth. See Tables 1 and 2 for HEDI criteria.  |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).                   | Evidence indicates significant student learning gain across SLO(s). Student results meet District expectations for growth. See Table 1 and 2 for HEDI criteria.  |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).              | Expectations described in SLO are nearly met. The educator may have demonstrated impact on student learning but overall students are below District expectations for growth. See Table 1 and 2 for HEDI criteria.  |
| Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).        | Evidence indicates little or no student learning gain across SLO(s). Students are well-below District expectations for growth. See Table 1 and 2 for HEDI criteria.  |

## 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 | Fairport developed Gr 6 Science assessment |
| 7 | District, regional or BOCES-developed assessment | Fairport developed Gr 7 Science assessment |
| 8 | State assessment                                 | 8th Grade State Science Assessment         |

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The District will develop Student Learning Objectives as comparable growth measures for Grades 6-8 Science since a growth measure will not be provided by the State. The district-developed assessments will be rigorous and comparable across classrooms, subjects, and grade levels. The expectation for level of performance on grades 6 and 7 locally developed science assessments will be based on the percentage of students who have achieved |
|---|---|

the growth target by comparing the fall benchmark assessment to the final assessment administered in the spring. The expectation for level of performance on grades 8 science assessment will be based on the percentage of students who move up a level (1, 2, 3, 4) from the fall benchmark assessment to the NYS Science 8 assessment administered in the spring.

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

Evidence indicates exceptional student learning gain across SLO(s). Student results exceed District expectations for growth. See Tables 2 and 3 for HEDI criteria.

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

Evidence indicates significant student learning gain across SLO(s). Student results meet District expectations for growth. See Tables 2 and 3 for HEDI criteria.

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

Expectations described in SLO are nearly met. The educator may have demonstrated impact on student learning but overall students are below District expectations for growth. See Tables 2 and 3 for HEDI criteria.

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

Evidence indicates little of no student learning gain across SLO(s). Students are well-below District expectations for growth. See Tables 2 and 3 for HEDI criteria.

## 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 | Fairport developed Gr 6 Soc Studies assessment |
| 7 | District, regional or BOCES-developed assessment | Fairport developed Gr 7 Soc Studies assessment |
| 8 | District, regional or BOCES-developed assessment | Fairport developed Gr 8 Soc Studies assessment |

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

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

The District will develop Student Learning Objectives as comparable growth measures for Grades 6-8 Social Studies since a growth measure will not be provided by the State. The district-developed assessments will be rigorous and comparable across classrooms, subjects, and grade levels. The expectation for the level of performance required for each HEDI category will be based on the percentage of students who have achieved the growth target by comparing the fall benchmark assessment to the final assessment administered in the spring.

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

Evidence indicates exceptional student learning gain across SLO(s). Student results exceed District

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|  | expectations for growth. See Table 3 for HEDI criteria.   |
| Effective (9 - 17 points) Results meet District goals for similar students.            | Evidence indicates significant student learning gain across SLO(s). Student results meet District expectations for growth. See Table 3 for HEDI criteria.   |
| Developing (3 - 8 points) Results are below District goals for similar students.       | Expectations described in SLO are nearly met. The educator may have demonstrated impact on student learning but overall students are below District expectations for growth. See Table 3 for HEDI criteria. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Evidence indicates little or no student learning gain across SLO(s). Students are well-below District expectations for growth. See Table 3 for HEDI criteria.   |

## 2.6) High School Social Studies Regents Courses

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

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

|   | Assessment  |
|---|---|
| Global 1 School-/BOCES-wide group/team results based on State assessments | NYS Regents Exams: Am Hist-Global-ELA11-Geometry- Liv Env |

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

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

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| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The District will develop Student Learning Objectives as comparable growth measures for Grades 9-11 Social Studies teachers since a growth measure will not be provided by the State. For grade 9 Social Studies teachers, the level of performance required for each HEDI category will be based on the percent of students meeting the minimal growth target of mastery (85) on the combined NYS Regents ELA, Global, American History, Living Environment, and Geometry assessments. For grades 10 and 11 Social Studies, the expectation for the level of performance required for each HEDI category will be based on the percentage of students who have achieved the growth target by comparing the fall benchmark assessment to the NYS Global II or American History Regents administered in the spring. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | Evidence indicates exceptional student learning gain across SLO(s). Student results exceed District expectations for growth. See Tables 4 and 5 for HEDI  |

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|  | criteria.  |
| Effective (9 - 17 points) Results meet District goals for similar students.            | Evidence indicates significant student learning gain across SLO(s). Student results meet District expectations for growth. See Tables 4 and 5 for HEDI criteria.   |
| Developing (3 - 8 points) Results are below District goals for similar students.       | Expectations described in SLO are nearly met. The educator may have demonstrated impact on student learning but overall students are below District expectations for growth. See Tables 4 and 5 for HEDI criteria. |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students. | Evidence indicates little or no student learning gain across SLO(s). Students are well-below District expectations for growth. See Tables 4 and 5 for HEDI criteria.   |

## 2.7) High School Science Regents Courses

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

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

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

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The District will develop Student Learning Objectives as comparable growth measures for High School Science Regents courses since a growth measure will not be provided by the State. The district-developed assessments will be rigorous and comparable across classrooms, subjects, and grade levels. The expectations for the level of performance required for each HEDI category will be based on the percentage of students who have achieved the growth target by comparing the fall benchmark assessment to the final Regents assessment administered in the spring. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | Evidence indicates exceptional student learning gain across SLO(s). Student results exceed District expectations for growth. See Table 4 for HEDI criteria.  |
| Effective (9 - 17 points) Results meet District goals for similar students.   | Evidence indicates significant student learning gain across SLO(s). Student results meet District expectations for growth. See Table 4 for HEDI criteria.  |
| Developing (3 - 8 points) Results are below District goals for similar students.  | Expectations described in SLO are nearly met. The educator may have demonstrated impact on student learning but overall students are below District  |

expectations for growth. See Table 4 for HEDI criteria.

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

Evidence indicates little or no student learning gain across SLO(s). Students are well-below District expectations for growth. See Table 4 for HEDI criteria.

## 2.8) High School Math Regents Courses

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

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

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

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

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

The District will develop Student Learning Objectives as comparable growth measures for High School Math Regents Courses since a growth measure will not be provided by the State. The district-developed assessments will be rigorous and comparable across classrooms, subjects, and grade levels. The expectation for the level of performance required for each HEDI category will be based on the percentage of students who have achieved the growth target by comparing the fall benchmark assessment to the final Regents assessment administered in the spring.

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

Evidence indicates exceptional student learning gain across SLO(s). Student results exceed District expectations for growth. See Table 4 for HEDI criteria.

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

Evidence indicates significant student learning gain across SLO(s). Student results meet District expectations for growth. See Table 4 for HEDI criteria.

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

Expectations described in SLO are nearly met. The educator may have demonstrated impact on student learning but overall students are below District expectations for growth. See Table 4 for HEDI criteria.

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

Evidence indicates little or no student learning gain across SLO(s). Students are well-below District expectations for growth. See Table 4 for HEDI criteria.

## 2.9) High School English Language Arts

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

the English Regents assessment in at least one grade in Task 2.9 (9, 10, and/or 11).

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

|              | High School English Courses                                      | Assessment   |
|--------------|--|--|
| Grade 9 ELA  | School-/BOCES-wide group/team results based on State assessments | NYS Regents Exams: Am<br>Hist-Global-ELA11-Geometry- Liv Env |
| Grade 10 ELA | School-/BOCES-wide group/team results based on State assessments | NYS Regents Exams: Am<br>Hist-Global-ELA11-Geometry- Liv Env |
| Grade 11 ELA | Regents assessment   | Gr 11 NYS ELA Regents  |

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below. | The District will develop Student Learning Objectives as comparable growth measures for Grades 9-11 ELA teachers since a growth measure will not be provided by the State. For grades 9-10 ELA teachers, the level of performance required for each HEDI category will be based on the percent of students meeting the minimal growth target of mastery (85) from the combined NYS Regents ELA, Global, American History, Living Environment, and Geometry assessments. For grade 11 ELA, the expectation for the level of performance required for each HEDI category will be based on the percentage of students who have achieved the growth target by comparing the fall benchmark assessment to the NYS ELA Regents administered in the spring. |
| Highly Effective (18 - 20 points) Results are well-above District goals for similar students.   | Evidence indicates exceptional student learning gain across SLO(s). Student results exceed District expectations for growth. See Tables 4 and 5 for HEDI criteria.   |
| Effective (9 - 17 points) Results meet District goals for similar students.   | Evidence indicates significant student learning gain across SLO(s). Student results meet District expectations for growth. See Tables 4 and 5 for HEDI criteria.   |
| Developing (3 - 8 points) Results are below District goals for similar students.  | Expectations described in SLO are nearly met. The educator may have demonstrated impact on student learning but overall students are below District expectations for growth. See Tables 4 and 5 for HEDI criteria.   |
| Ineffective (0 - 2 points) Results are well-below District goals for similar students.  | Evidence indicates little or no student learning gain across SLO(s). Students are well-below District expectations for growth. See Tables 4 and 5 for HEDI criteria.   |

## 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 |
|-------------------------|--------|------------|
|-------------------------|--------|------------|



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

*(No response)*

## 2.11) HEDI Tables or Graphics

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

*assets/survey-uploads/5364/145118-TXEttx9bQW/2.11 FCSD HEDI Tables\_3.pdf*

## 2.12) Locally Developed Controls

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

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

*At this time the District does not have any adjustments, controls or other special considerations that would be used for setting targets for growth measures.*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

|  |         |
|--|---------|
| 2.14) Assurances   Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.  | Checked |
| 2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction. | Checked |
| 2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.  | Checked |
| 2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.   | Checked |

### 3. Local Measures (Teachers)

Created Wednesday, August 15, 2012

Updated Monday, January 14, 2013

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment                    |
|---|---|-------------------------------|
| 4 | 6(ii) School wide measure computed locally              | NYS Math grade 5              |
| 5 | 6(ii) School wide measure computed locally              | NYS Math grade 5              |
| 6 | 6(ii) School wide measure computed locally              | NYS Regents, Alg1 , Earth Sci |
| 7 | 6(ii) School wide measure computed locally              | NYS Regents, Alg1 , Earth Sci |
| 8 | 6(ii) School wide measure computed locally              | NYS Regents, Alg1 , Earth Sci |

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. | For teachers 4-5, the locally selected measures of student achievement will be the percentage of students scoring at level 3 or 4 on the 2013 NYS math 5 assessment. For teachers 6-8, the locally selected measure of student achievement will be the average of student scores on the NYS Regents Algebra 1 and Earth Science tests. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | Student results exceed State and District expectations for achievement performance levels on the State assessments. See Table 1.   |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Student results meet State and District expectations for achievement performance levels on the State assessments. See Table 1.   |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Student results are below State and District expectations for achievement performance levels on the State assessments. See Table 1.  |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Student results are well-below State and District expectations for achievement performance levels on the State assessments. See Table 1.   |

### 3.2) Grades 4-8 Math

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment                    |
|---|---|-------------------------------|
| 4 | 6(ii) School wide measure computed locally              | NYS Math grade 5              |
| 5 | 6(ii) School wide measure computed locally              | NYS Math grade 5              |
| 6 | 6(ii) School wide measure computed locally              | NYS Regents, Alg1 , Earth Sci |
| 7 | 6(ii) School wide measure computed locally              | NYS Regents, Alg1 , Earth Sci |
| 8 | 6(ii) School wide measure computed locally              | NYS Regents, Alg1 , Earth Sci |

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 | For teachers 4-5, the locally selected measures of student achievement will be the percentage of students scoring at |
|---|--|

|   |   |
|---|---|
| this subcomponent. If needed, you may upload a table or graphic at 3.3, below.  | level 3 or 4 on the 2013 NYS math 5 assessment. For teachers 6-8, the locally selected measure of student achievement will be the average of student scores on the NYS Regents Algebra 1 and Earth Science tests. |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Student results exceed State and District expectations for achievement performance levels on the State assessments. See Table 1.  |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.                    | Student results meet State and District expectations for achievement performance levels on the State assessments. See Table 1.  |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.              | Student results are below State and District expectations for achievement performance levels on the State assessments. See Table 1.   |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.        | Student results are well-below State and District expectations for achievement performance levels on the State assessments. See Table 1.  |

### 3.3) HEDI Tables or Graphics

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

<assets/survey-uploads/5139/163531-rhJdBgDruP/3.3 FCSD Teachers Locally Selected REVISED.pdf>

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

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

### 3.4) Grades K-3 ELA

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment       |
|---|---|------------------|
| K | 6(ii) School-wide measure computed locally              | NYS Math grade 5 |
| 1 | 6(ii) School-wide measure computed locally              | NYS Math grade 5 |
| 2 | 6(ii) School-wide measure computed locally              | NYS Math grade 5 |
| 3 | 6(ii) School-wide measure computed locally              | NYS Math grade 5 |

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 | For teachers K-3, the locally selected measure of student achievement will be the percentage of students scoring at level 3 or 4 on the 2013 NYS math 5 assessment. |
|---|---|

|   |  |
|---|--|
| graphic at 3.13, below.   |  |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Student results exceed State and District expectations for achievement performance levels on the State assessments. See Table 1.         |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.                   | Student results meet State and District expectations for achievement performance levels on the State assessments. See Table 1.           |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.            | Student results are below State and District expectations for achievement performance levels on the State assessments. See Table 1.      |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.      | Student results are well-below State and District expectations for achievement performance levels on the State assessments. See Table 1. |

### 3.5) Grades K-3 Math

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment       |
|---|---|------------------|
| K | 6(ii) School-wide measure computed locally              | NYS Math grade 5 |
| 1 | 6(ii) School-wide measure computed locally              | NYS Math grade 5 |
| 2 | 6(ii) School-wide measure computed locally              | NYS Math grade 5 |
| 3 | 6(ii) School-wide measure computed locally              | NYS Math grade 5 |

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. | For teachers K-3, the locally selected measure of student achievement will be the percentage of students scoring at level 3 or 4 on the 2013 NYS math 5 assessment. |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Student results exceed State and District expectations for achievement performance levels on the State assessments. See Table 1.                                    |
| Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Student results meet State and District expectations for achievement performance levels on the State assessments. See Table 1.                                      |
| Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.  | Student results are below State and District expectations for achievement performance levels on the State assessments. See Table 1.                                 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | Student results are well-below State and District expectations for achievement performance levels on the State assessments. See Table 1.                            |

### 3.6) Grades 6-8 Science

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment                        |
|---|---|-----------------------------------|
| 6 | 6(ii) School wide measure computed locally              | NYS Regents, Alg 1, Earth Science |
| 7 | 6(ii) School wide measure computed locally              | NYS Regents, Alg 1, Earth Science |
| 8 | 6(ii) School wide measure computed locally              | NYS Regents, Alg 1, Earth Science |

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

|   |   |
|---|---|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | For teachers 6-8, the locally selected measure of student achievement will be the average of student scores on the NYS Regents Algebra 1 and Earth Science tests. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Student results exceed State and District expectations for achievement performance levels on the State assessments. See Table 1.                                  |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Student results meet State and District expectations for achievement performance levels on the State assessments. See Table 1.                                    |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | Student results are below State and District expectations for achievement performance levels on the State assessments. See Table 1.                               |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | Student results are well-below State and District expectations for achievement performance levels on the State assessments. See Table 1.                          |

### 3.7) Grades 6-8 Social Studies

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

|   | Locally-Selected Measure from List of Approved Measures | Assessment                        |
|---|---|-----------------------------------|
| 6 | 6(ii) School wide measure computed locally              | NYS Regents, Alg 1, Earth Science |
| 7 | 6(ii) School wide measure computed locally              | NYS Regents, Alg 1, Earth Science |
| 8 | 6(ii) School wide measure computed locally              | NYS Regents, Alg 1, Earth Science |

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. | For teachers 6-8, the locally selected measure of student achievement will be the average of student scores on the NYS Regents Algebra 1 and Earth Science tests. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Student results exceed State and District expectations for achievement performance levels on the State assessments. See Table 1.                                  |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Student results meet State and District expectations for achievement performance levels on the State assessments. See Table 1.                                    |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | Student results are below State and District expectations for achievement performance levels on the State assessments. See Table 1.                               |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | Student results are well-below State and District expectations for achievement performance levels on the State assessments. See Table 1.                          |

### 3.8) High School Social Studies

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

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

|                  | Locally-Selected Measure from List of Approved Measures | Assessment   |
|------------------|---|--|
| Global 1         | 6(ii) School wide measure computed locally              | NYS Regents ELA, Global, Amer. Hist., Biology and Geometry |
| Global 2         | 6(ii) School wide measure computed locally              | NYS Regents ELA, Global, Amer. Hist., Biology and Geometry |
| American History | 6(ii) School wide measure computed locally              | NYS Regents ELA, Global, Amer. Hist., Biology and Geometry |

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. | The average score of all scores achieved by all students on 2013 Regents examinations (ELA, Global, Amer. Hist., Biology and Geometry) |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Student results exceed State and District expectations for achievement performance levels on the State assessments. See Table 1.       |

|  |  |
|--|--|
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.            | Student results meet State and District expectations for achievement performance levels on the State assessments. See Table 1.           |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.       | Student results are below State and District expectations for achievement performance levels on the State assessments. See Table 1.      |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Student results are well-below State and District expectations for achievement performance levels on the State assessments. See Table 1. |

### 3.9) High School Science

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

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

|                    | Locally-Selected Measure from List of Approved Measures | Assessment  |
|--------------------|---|---|
| Living Environment | 6(ii) School wide measure computed locally              | NYS Regents ELA, Global, Amer. Hist., Biology and Geometry              |
| Earth Science      | 6(ii) School wide measure computed locally              | NYS Regents ELA, Global, Amer. Hist., Biology and Geometry              |
| Chemistry          | 6(ii) School wide measure computed locally              | NYS Regents examinations ELA, Global, Amer. Hist., Biology and Geometry |
| Physics            | 6(ii) School wide measure computed locally              | NYS Regents ELA, Global, Amer. Hist., Biology and Geometry              |

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. | The average score of all scores achieved by all students on 2013 Regents examinations (ELA, Global, Amer. Hist., Biology and Geometry) |
| Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Student results exceed State and District expectations for achievement performance levels on the State assessments. See Table 1.       |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | Student results are below State and District expectations for achievement performance levels on the State assessments. See Table 1.    |
| Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | Student results meet State and District expectations for achievement performance levels on the State assessments. See Table 1.         |

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

Student results are well-below State and District expectations for achievement performance levels on the State assessments. See Table 1.

### 3.10) High School Math

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

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

|           | Locally-Selected Measure from List of Approved Measures | Assessment  |
|-----------|---|---|
| Algebra 1 | 6(ii) School wide measure computed locally              | NYS Regents examinations ELA, Global, Amer. Hist., Biology and Geometry |
| Geometry  | 6(ii) School wide measure computed locally              | NYS Regents ELA, Global, Amer. Hist., Biology and Geometry              |
| Algebra 2 | 6(ii) School wide measure computed locally              | NYS Regents ELA, Global, Amer. Hist., Biology and Geometry              |

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

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The average score of all scores achieved by all students on 2013 Regents examinations (ELA, Global, Amer. Hist., Biology and Geometry)   |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Student results exceed State and District expectations for achievement performance levels on the State assessments. See Table 1.         |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Student results meet State and District expectations for achievement performance levels on the State assessments. See Table 1.           |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | Student results are below State and District expectations for achievement performance levels on the State assessments. See Table 1.      |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | Student results are well-below State and District expectations for achievement performance levels on the State assessments. See Table 1. |

### 3.11) High School English Language Arts

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

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

|              | Locally-Selected Measure from List of Approved Measures | Assessment   |
|--------------|---|--|
| Grade 9 ELA  | 6(ii) School wide measure computed locally              | NYS Regents ELA, Global, Amer. Hist., Biology and Geometry |
| Grade 10 ELA | 6(ii) School wide measure computed locally              | NYS Regents ELA, Global, Amer. Hist., Biology and Geometry |
| Grade 11 ELA | 6(ii) School wide measure computed locally              | NYS Regents ELA, Global, Amer. Hist., Biology and Geometry |

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

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

|   |  |
|---|--|
| Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below. | The average score of all scores achieved by all students on 2013 Regents examinations (ELA, Global, Amer. Hist., Biology and Geometry)   |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Student results exceed State and District expectations for achievement performance levels on the State assessments. See Table 1.         |
| Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.   | Student results meet State and District expectations for achievement performance levels on the State assessments. See Table 1.           |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | Student results are below State and District expectations for achievement performance levels on the State assessments. See Table 1.      |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.  | Student results are well-below State and District expectations for achievement performance levels on the State assessments. See Table 1. |

### 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                           |
|-----------------------------------|---|--------------------------------------|
| All Other K-5 School wide measure | 6(ii) School wide measure computed locally              | NYS Math grade 5                     |
| All Other 6-8 School Wide measure | 6(ii) School wide measure computed locally              | NYS Regents Algebra 1, Earth Science |



and upload that file here.

*assets/survey-uploads/5139/163531-y92vNseFa4/3.13 FCSD Teachers Locally Selected REVISED.pdf*

### 3.14) Locally Developed Controls

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

*At this time the District does not have any adjustments, controls or other special considerations that would be used for setting targets for local achievement measures.*

### 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.

*Not applicable*

### 3.16) Assurances

Please check all of the boxes below:

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

## 4. Other Measures of Effectiveness (Teachers)

Created Friday, June 22, 2012

Updated Friday, December 21, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

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

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*Using Danielson Framework for Professional Practice, teachers will be evaluated in each domain and the respective sub-component categories. They will be assigned a domain score from 1 to 4 points aligned with the HEDI levels of Ineffective (1), Developing (2), Effective (3), and Highly Effective (4). These sub-scores will be totaled and divided by four to establish the overall rubric average score. (See Table 1) The total average rubric score will then be converted to a 60-point score and associated to the appropriate HEDI rating. (See Table 2) The conversion composite score will be reported in nearest whole numbers.*

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

*assets/survey-uploads/5091/145114-eka9yMJ855/4.5 Table 1 and Table 2.pdf*

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

|   |   |
|---|---|
| Highly Effective: Overall performance and results exceed NYS Teaching Standards.                      | The teacher exceeds the standards and applies relevant instructional practices and professional responsibility and is able to adapt them to students' needs and learning. These practices have a consistently positive impact on student learning. 59-60 points |
| Effective: Overall performance and results meet NYS Teaching Standards.                               | The teacher applies relevant instructional practices and professional responsibility that have a positive impact on student learning. 57-58 points  |
| Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards. | The teacher is using relevant instructional practices and professional responsibility but the practices need further refinement. With refinement, the impact on student learning can be increased. 50-56 points   |
| Ineffective: Overall performance and results do not meet NYS Teaching Standards.                      | The practice and professional responsibility is not being used or need reconsideration because they are not having their intended effects on student learning. 0-49 points  |

Provide the ranges for the 60-point scoring bands.

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

#### 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

|   |   |
|---|---|
| 4.6) Observations of Probationary Teachers   Formal/Long    | 2 |
| 4.6) Observations of Probationary Teachers   Informal/Short | 1 |
| 4.6) Observations of Probationary Teachers   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

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

By trained in-school peer teachers or other trained reviewers

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

Independent evaluators

|                |   |
|----------------|---|
| Formal/Long    | 0 |
| Informal/Short | 0 |

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

- In Person

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

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- In Person
-

# 5. Composite Scoring (Teachers)

Created Monday, October 08, 2012

Updated Wednesday, November 28, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Monday, October 08, 2012

Updated Wednesday, November 28, 2012

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## Page 1

### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

|   |         |
|---|---------|
| 6.1) Assurances -- Improvement Plans<br>  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<br>  Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas | Checked |

### 6.2) Attachment: Teacher Improvement Plan Forms

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

[assets/survey-uploads/5265/191184-Df0w3Xx5v6/FCSD TIP forms.pdf](#)

### 6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

*Fairport Central School District  
Teacher Annual Professional Performance Review  
Appeals Procedures*

#### *ELIGIBILITY*

*Appeals of the annual professional performance reviews shall be limited to tenured Fairport Educators Association (FEA) members with a composite rating resulting in Ineffective or Developing only.*

#### *SUBJECTS OF APPEALS*

*Appeals are limited to the scope of appeals under Education Law and Commissioner's Regulations to the following:*

- Adherence to the standards and methodologies required for such reviews,*
- Adherence to the Commissioner's Regulations, as applicable to such reviews,*
- Compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans,*
- Implementation of the terms of the teacher improvement plan under Education Law*

#### *ONE APPEAL LIMITATION*

*An FEA member may not file multiple appeals regarding the same performance review or Teacher Improvement Plan (TIP.) All grounds for appeal, as outlined above must be raised "with specificity" within one appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.*

#### *BURDEN OF PROOF*

*The FEA member filing the appeal has the burden of demonstrating a right to the relief requested and the burden of establishing the facts upon which relief is sought based on a preponderance of evidence in the documents submitted.*

#### *DECISION-MAKING*

*Appeals shall be submitted to the Superintendent of Schools. Upon receipt of such appeal, the Superintendent, or designee, shall notify the President of the Fairport Educators Association. The Assistant Superintendent for Human Resources and the President of the FEA will review the appeal and certify that it complies with Education Law and Commissioner's Regulations. If it does not comply with laws and regulations it will be returned to the member. If it is in compliance it will be forwarded to the Superintendent for review.*

#### *TIMEFRAME FOR APPEALS*

*All appeals must be submitted in writing to the Superintendent of Schools within five (5) work days of the date that the FEA member meets with the administrator for the evaluation conference to review the final composite score. It is understood that the timeline for this will be dependent upon receipt of score information from the state education department and the administrator and member's availability to meet. The evaluator of the appellant will have five (5) work days to respond to the appeal upon notification from the Superintendent. Upon receipt of the response from the evaluator the Superintendent will forward the appeal and the response to the President of the FEA and the Assistant Superintendent for Human Resources for their review and verification of compliance with the laws and regulations. The President of FEA and the Assistant Superintendent for Human Resources will forward their response to the Superintendent within ten (10) work days of receipt of the appeal. The Superintendent will issue his/her decision with ten (10) work days of receipt of the response from the Assistant Superintendent and the Association President.*

#### *DECISION*

*All appeals will be through written documentations, there will be no hearing. The decision of the appeal will be rendered by the Superintendent of Schools.*

#### *EXCLUSIVITY OF APPEAL PROCEDURE*

*This appeal procedure shall constitute the exclusive means for challenging any rating, scoring, or element of observation/evaluation commentary related to an FEA member's Annual Professional Performance Review (APPR) or the Teacher Improvement Plan (TIP).*

#### *EXCLUSIVITY OF GRIEVANCE PROCEDURE*

*Only those areas deemed in violation of the contractually negotiated APPR process may be subject to the grievance procedures. Such areas include adherence to negotiated time frames, minimum number of observations and meetings, and use of appropriate forms. At no time may grievance procedures be utilized to challenge the results of an observation or evaluation, the rating or scoring of any rubric component, or the narrative portion of a member's APPR. Should a grievance become necessary, the goal would be to correct a process flaw immediately so that the evaluation process may continue with negotiated intent intact.*

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

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

*All lead evaluators in the Fairport School District have attended 4 days of training and 2 days of learning walks with Brenda Kaylor. John Scheiss from Monroe BOCES #1 will provide 2 days of training using current District data to analyze scoring protocols, reporting protocols and evaluating teachers of ELLs and students with disabilities. Training will cover the following information*

- 1. New York State Teaching Standards and Leadership Standards*
- 2. Evidence-based observation*
- 3. Application and use of Student Growth Percentile and VA Growth Model data*
- 4. Application and use of State-approved teacher or principal practice rubrics*
- 5. Application and use of any assessment tools used to evaluate teachers and principals*
- 6. Application and use of State-approved locally selected measures of student achievement*
- 7. Use of statewide Instructional Reporting System*
- 8. Scoring methodology used to evaluate teachers and principals*
- 9. Specific considerations in evaluating teachers and principals of ELLs and students with disabilities.*

*All training was conducted under the direction of Dr. Bret Apthorpe, Assistant Superintendent for Instruction, Mrs. Barbara Gregory, Assistant Superintendent for Human Resources and Mr. John Scheiss, Training Coordinator, Monroe BOCES #1. Each session lasted a full-day and learning walks were a half-day. Emphasis was placed on collecting evidence and determining points on the Danielson rubric.*

*When the training sessions were completed all lead evaluators were certified by the Superintendent and authorized by the Board of Education. New Administrators to the District will be trained by the Assistant Superintendent and BOCES staff on the elements listed above for the same duration prior to the Superintendent providing certification.*

*In order for current certified lead evaluators to be re-certified they will complete eight (8) one-hour sessions to refine reliability. Re-certification will take place each year.*

## 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, October 09, 2012  
Updated Thursday, January 10, 2013

## Page 1

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

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

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

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

|               |
|---------------|
| K-5           |
| 3-5           |
| 6-8           |
| 9             |
| 10-12         |
| (No response) |
| (No response) |

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

| School or Program Type | SLO with Assessment Option | Name of the Assessment              |
|------------------------|----------------------------|-------------------------------------|
| K-2                    | State assessment           | NYS Grade 3, 4, 5 ELA and Math Test |
|                        |                            |                                     |
|                        |                            |                                     |

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

|  |  |
|--|--|
| Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below. | The district will develop Student Learning Objectives as comparable growth measures for the K-2 Principal since a growth measure will not be provided by the State. The level of performance required for each HEDI category will be based on the percent of student growth at proficiency (levels 3-4) from the combined 2012 grades 3, 4 NYS ELA and math assessments to the combined Spring 2013 grades 4, 5 NYS ELA and math assessments. ELA and math will each be scored and averaged to create a final percent score. |
| Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).                        | Evidence indicates exceptional student learning gain across SLO(s). Student results exceed District expectations for growth. Students at proficient will grow 7% or greater. See Table 1 for HEDI criteria.  |
| Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).  | Evidence indicates significant student learning gain across SLO(s). Student results meet District expectations for growth. Students at proficient will grow -2% to 6%. See Table 1 for HEDI criteria.  |
| Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).                                     | Expectations described in SLO are nearly met. The educator may have demonstrated impact on student learning but overall students are below District expectations for growth. Students at proficient will grow -10% to -3%. See Table 1 for HEDI criteria.  |
| Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).                               | Evidence indicates little or no student learning gain across SLO(s). Students are well-below District expectations for growth. Students at proficient will grow -11% or less. See  |

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

*assets/survey-uploads/5365/192452-lha0DogRNw/7.3 Table 1\_1.pdf*

### 7.4) Special Considerations for Comparable Growth Measures

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

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

*At this time the District does not have any adjustments, controls or other special considerations that would be used for setting targets for growth measures.*

### 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:<br><a href="http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html">http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html</a> .                    | Checked |
| 7.6) Assurances -- Comparable Growth Measures   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educator performance in ways that improve student learning and instruction. | Checked |

|  |         |
|--|---------|
| 7.6) Assurances -- Comparable Growth Measures   Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range. | Checked |
|--|---------|

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

# 8. Local Measures (Principals)

Created Wednesday, November 14, 2012

Updated Thursday, January 10, 2013

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## Page 1

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

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

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

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

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

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

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures   | Assessment  |
|---------------------|---|---|
| K-5                 | (a) achievement on State assessments                      | grades 4-5 NYS math/ ELA                                  |
| 6-8                 | (a) achievement on State assessments                      | grades 6-7-8 NYS math/ ELA                                |
| 10-12               | (g) % achieving specific level on Regents or alternatives | NYS Regents: ELA/ Amer Hist/ Global II/ Geometry/ Biology |
| 9                   | (g) % achieving specific level on Regents or alternatives | NYS Regents: ELA/ Amer Hist/ Global II/ Geometry/ Biology |
| 3 - 5               | (a) achievement on State assessments                      | grades 4-5 NYS math/ELA                                   |
|                     |   |   |
|                     |   |   |
|                     |   |   |

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

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

|   |   |
|---|---|
| Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below. | For all principals K-5, a percent change will be calculated of the percent of students achieving at proficiency from the spring 2012 ELA grades 4/5 and math grades 4/5 NYS exams to the 2013 similar NYS assessments. For all principals 6-8, a percent change will be calculated of the percent of students achieving at proficiency from the spring 2012 ELA grades 6/7/8 and math 6/7/8 NYS exams to the 2013 similar NYS assessments. For all principals grades 9 and 10-12, the percent change will be calculated of the average at passing (65) of the 2012 NYS Regents Geometry, Biology, ELA, Global Studies, and American History compared to the average at passing (65) of the 2013 similar NYS assessments |
| Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or                      | Results are well above District expectations. Increase 5% to 6% and greater is score of 14-15 points. See Tables 1  |

|  |  |
|--|--|
| achievement for grade/subject.   | and 2  |
| Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.             | Results meet District expectations. Increase between -5% to 4% is score of 8-13 points. See Tables 1 and 2                       |
| Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.       | Results are below District expectations. Increase between -6% to -10% is score of 3-7 points. See Tables 1 and 2                 |
| Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well below District expectations. Increase between -11% to -13% and below is score of 2-0 points. See Tables 1 and 2 |

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 )

[assets/survey-uploads/5366/233386-8o9AH60arN/8.1 FCSD K-12 Principals Locally Selected\\_1.pdf](assets/survey-uploads/5366/233386-8o9AH60arN/8.1 FCSD K-12 Principals Locally Selected_1.pdf)

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.

(No response)

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

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

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

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

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

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

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

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

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

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

with high school grades

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

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

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

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

| Grade Configuration | Locally-Selected Measure from List of Approved Measures | Assessment               |
|---------------------|---|--------------------------|
| K - 2               | (a) achievement on State assessments                    | grades 4-5 NYS math/ ELA |
|                     |   |                          |
|                     |   |                          |
|                     |   |                          |
|                     |   |                          |
|                     |   |                          |

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

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

|   |   |
|---|---|
| Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.           | For all principals K-2, a percent increase will be calculated of students achieving at proficiency from the Spring 2012 ELA grades 4/5 NYS exams to the 2013 similar NYS assessments. |
| Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. | Results are well above District expectations. Increase 5% to 7% and greater is score of 18-20 points. See Table 1.  |
| Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.                    | Results meet District expectations. Increase between -5% to 4% is score of 9-17 points. See Table 1.  |
| Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.              | Results are below District expectations. Increase between -6% to -11% is score of 3-8 points. See Table 1.  |

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

Results are well below District expectations. Increase between -12% to -14% and below is score of 2-0 points. See Table 1.

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)

[assets/survey-uploads/5366/233386-pi29aiX4bL/8.2 Table 1.pdf](#)

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.

*(No response)*

### 8.3) Locally Developed Controls

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

*At this time the District does not have any adjustments, controls or other specific considerations that will be used for setting targets for achievement.*

### 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.

*(No response)*

### 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, October 09, 2012

Updated Friday, December 21, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*Multidimensional Principal Performance Rubric*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

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

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

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

*(No response)*

### 9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

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

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

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

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

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

*(No response)*

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

*Using the Multi-Dimensional Principal Performance Rubric (MPPR), principals will be evaluated in each of 6 domains and the respective sub-component categories. They will be assigned a domain score from 1 to 4 points aligned with the MPPR levels of Ineffective (1), Developing (2), Effective (3), and Highly Effective (4). These sub-scores will be totaled and divided by six to establish the overall rubric average score. (see Table 1) The total average rubric score will then be converted to a 60-point score and associated to the appropriate HEDI rating (see Table 2) The conversion composite score will be reported in nearest whole numbers.*

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

[assets/survey-uploads/5143/192343-pMADJ4gk6R/9.7 Table 1 and Table 2.pdf](#)

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

|  |   |
|--|---|
| Highly Effective: Overall performance and results exceed standards.                      | Reserved for outstanding leadership. The principal's overall performance and documented results exceeds the expectations of ISLLC Standards as measured by the 6 domains of the Multi-Dimensional Principal Performance Rubric. The overall composite score for a rating of highly effective will range from 59-60 points |
| Effective: Overall performance and results meet standards.                               | Expected leadership performance. The principal's overall performance and documented results meets the expectations of ISLLC Standards as measured by the 6 domains of the Multi-Dimensional Principal Performance Rubric. The overall composite score for a rating of effective will range from 57-58 points              |
| Developing: Overall performance and results need improvement in order to meet standards. | Performance has leadership deficiencies and must improve. The principal's overall performance and documented results needs improvement in order to meet the expectations of the ISLLC Standards as measured by the 6 domains of the Multi-Dimensional Principal Performance Rubric. The overall                           |

|   |   |
|---|---|
|   | composite score for a rating of developing will range from 50-56 points   |
| Ineffective: Overall performance and results do not meet standards. | Unacceptable leadership performance. The principal's overall performance and documented results do not meet the expectations of the ISLLC Standards as measured by the 6 domains of the Multi-Dimensional Principal Performance Rubric. The overall composite score for a rating of ineffective will range from 0-49 points |

Please provide the locally-negotiated 60 point scoring bands.

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

### 9.8) School Visits

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

#### **Probationary Principals**

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

#### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Monday, October 15, 2012

Updated Friday, November 16, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Thursday, October 11, 2012

Updated Wednesday, December 19, 2012

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## Page 1

### 11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

### 11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/193691-Df0w3Xx5v6/FCSD Principal Improvement Plan for Review Room.pdf](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### *11.3 Principal Appeals Process*

*A. Appeals are limited to those identified by Education Law §3012-c, as follows:*

- 1. The substance of the Annual Professional Performance Review (APPR);*
- 2. The school district's adherence to the standards and methodologies required for such reviews;*
- 3. The adherence to the Commissioner's regulations, as applicable to such reviews;*

4. Compliance with any applicable locally negotiated procedures applicable to APPR or Principal Improvement Plans (PIP) ; and
5. The school district's issuance and/or implementation of the terms of the PIP.

*B. Appeals of an Annual Professional Performance Review for tenured principals may be submitted for ratings of Ineffective or Developing. Appeals of an Annual Professional Performance Review for non-tenured principals may be submitted for ratings of Ineffective.*

*C. A principal may not file multiple appeals regarding the same performance review. The issuance of a Principal Improvement Plan may prompt an appeal independent of the performance review. The implementation of a PIP may be appealed upon each alleged breach thereof. All grounds for appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived.*

*D. When filing an appeal, the principal must submit a written description of the specific areas of disagreement regarding his/her Annual Professional Performance Review or his/her Principal Improvement Plan. The Principal may also provide documentation and evidence to support the appeal. Upon request, the District must provide any additional documents or materials relevant to the appeal. The APPR and/or PIP being challenged must also be submitted. All documentation and evidence provided shall be used by the reviewer to substantiate the decision to deny or affirm the appeal.*

*E. All appeals shall be filed in writing and submitted to the Assistant Superintendent for Human Resources with receipt provided by the Assistant Superintendent's Office.*

*F. An appeal of an Annual Professional Performance Review must be filed no later than within fifteen (15) business days of the date when the principal receives their final and complete APPR.*

*G. If a principal is challenging the issuance of a Principal Improvement Plan, appeals must be filed within fifteen (15) business days of issuance of such plan. An appeal of the implementation of a PIP shall be within fifteen (15) business days of the failure of the District to implement any component of the plan.*

*H. Upon receipt and review of an appeal of the APPR score and rating, the Superintendent may inform the principal in writing with a copy to the Fairport Administrators Association President that the appeal is being sustained without a hearing and that the composite score and the HEDI rating is voided. Upon receipt and review of an appeal of the Principal Improvement Plan, the Superintendent may inform the principal in writing with a copy to the Fairport Administrators Association President that the appeal is being sustained without a hearing and that the PIP is voided.*

*I. Within ten (10) business days of receipt of an appeal, the District must submit a detailed written response to the appeal. The response must 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 of filing shall not be considered on behalf of the District in the deliberations related to the resolution of the appeal. At the time the school District files its response, the principal initiating the appeal shall receive a copy of the response and all supporting documentation. Additional material supporting the challenges may be submitted by the principal up to the date of the Appeals Officer's review.*

*J. At the beginning of the school year but no later than December 1, the Superintendent and Fairport Administrators Association President shall mutually agree upon a list of not less than two potential Appeals Officers. Upon receipt of an appeal and the decision to proceed with an appeals review, an Appeals Officer shall be selected at random from the list.*

*K. The Appeals Officer shall consider all documents and materials submitted by the principal and all documents and materials submitted by the District. Within ten (10) working days of receipt of the appeal or as soon as possible thereafter, the Appeals Officer shall provide a detailed written response to the appeal and a decision to sustain or deny the appeal to the principal and Superintendent of Schools. If the decision is to sustain the appeal, the composite score and HEDI rating will be voided. The written response shall include copies of all documents and materials submitted by the principal and the District. The decision of the Appeals Officer shall be binding on all parties and final.*

*L. Both parties will equally share the cost of the Appeals Officer.*

*M. This appeals procedure shall constitute the means for initiating, reviewing, and resolving challenges to an Annual Professional Performance Review or Principal Improvement Plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to an APPR and/or PIP.*

*N. In addition to any further limitations agreed to within the Annual Professional Performance Review agreement, an evaluation shall not be placed in a principal's personnel file until either the expiration of the fifteen (15) business day period in which to file a Notice of Appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.*

*O. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the fifteen (15) business days in which to file a Notice of Appeal does not waive her/his right to file an appeal.*

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

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

*The Board of Education will ensure that all evaluators have been trained and lead evaluators have been trained and certified in accordance with SED regulations. The District will utilize Monroe BOCES, NYSCOSS-LEAF and Engage-NY training resources in accordance with SED procedures and processes.*

*The Board of Education will certify and re-certify lead evaluators annually. The process will be formalized with a report to the Board of Education indicating the duration and the array of leadership standards that were practiced. Training and practices include:*

- 1. The Superintendent has utilized ISSLC Standards as the format and guide to evaluate principals for two years.*
- 2. During the 2011-12 and 2012-13 school year the Superintendent and the Assistant Superintendent for Instruction and the Assistant Superintendent for Human Resources will continue to train in the implementation of the Multi-Dimensional Rubric.*
- 3. In addition the Superintendent, the Assistant Superintendent for Instruction and the Assistant Superintendent for Human Resources have been trained in recent years through workshop participation with the work of Madeline Hunter, Kim Marshall, Joseph Murphy, Charlotte Danielson, and Giselle Martin-Kniep. The Superintendent has facilitated leadership institutes and workshops and completed hundreds of administrator and teacher evaluations in more than thirty years in education.*
- 4. To ensure that lead evaluators maintain inter-rater reliability over time, monthly administrator meetings will include team analysis of video clips of teacher practice, team analysis of model APPR reports and team analysis of "unpacking" instructional and leadership rubrics. These meetings provide practice and assurance of consistency and objectivity in all components of the APPR process.*

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

(5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building

principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

|  |         |
|--|---------|
| 11.7) Assurances -- Data   Assure that the NYSED will receive accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with this Subpart, in a format and timeline prescribed by the Commissioner. | Checked |
|--|---------|

|  |         |
|--|---------|
| 11.7) Assurances -- Data   Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them. | Checked |
| 11.7) Assurances -- Data   Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements. | Checked |

## 12. Joint Certification of APPR Plan

Created Thursday, October 25, 2012

Updated Monday, January 14, 2013

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### Page 1

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

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

<assets/survey-uploads/5581/207849-3Uqgn5g9Iu/Certification 1-14-2013.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.

*Quality Learning & Caring...*



FAIRPORT CENTRAL SCHOOL DISTRICT

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

**Table 1: Danielson Conversion Scale**

| <b>Level</b>            | <b>Overall rubric average score</b> | <b>60 point distribution for composite</b> |
|-------------------------|-------------------------------------|--|
| <b>Ineffective</b>      | 1-1.4                               | 0-49                                       |
| <b>Developing</b>       | 1.5-2.4                             | 50-56                                      |
| <b>Effective</b>        | 2.5-3.4                             | 57-58                                      |
| <b>Highly Effective</b> | 3.5-4                               | 59-60                                      |



**4.5 Process for Assigning Points and Determining HEDI Ratings**

**Table 2: Danielson Rubric Score to Sub-Component Conversion Chart**

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

**Table 1**

Quality Learning & Caring...



| 2.11 HEDI Tables  |   |          |    |                  |    |    |    |           |    |    |     |     |                   |     |     |            |            |                    |      |      |        |
|---|---|----------|----|------------------|----|----|----|-----------|----|----|-----|-----|-------------------|-----|-----|------------|------------|--------------------|------|------|--------|
| Student Learning Objective: K-5 All Other, K-2 ELA and Math |   |          |    |                  |    |    |    |           |    |    |     |     |                   |     |     |            |            |                    |      |      |        |
| <b>Target(s)</b>  | <p>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?<br/>                     Students meeting the proficiency standard will grow 2% from the 2012 NYS assessment grades 3 and 4 to the spring 2013 NYS assessment grades 4 and 5.</p>  |          |    |                  |    |    |    |           |    |    |     |     |                   |     |     |            |            |                    |      |      |        |
| <b>HEDI Scoring</b>   | <p>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?<br/>                     The effectiveness range percentages are established based on three years of historical data, district-wide goals and values about student achievement. Thirteen (13) points will be earned <b>school wide</b> for achieving the target<br/>                     Highly Effective: Results are well above target for similar students (7% or more)<br/>                     Effective: Results meet expectations for similar students (-2% to 6%)<br/>                     Developing: Results are below target for similar students (-10% to -3%)<br/>                     Ineffective: Results are well-below target for similar students (-11% or below)</p> |          |    |                  |    |    |    |           |    |    |     |     |                   |     |     |            |            |                    |      |      |        |
|   | <b>HIGHLY EFFECTIVE</b>   |          |    | <b>EFFECTIVE</b> |    |    |    |           |    |    |     |     | <b>DEVELOPING</b> |     |     |            |            | <b>INEFFECTIVE</b> |      |      |        |
|   | 20  | 19       | 18 | 17               | 16 | 15 | 14 | <u>13</u> | 12 | 11 | 10  | 9   | 8                 | 7   | 6   | 5          | 4          | 3                  | 2    | 1    | 0      |
|   | 10%+  | 9% to 8% | 7% | 6%               | 5% | 4% | 3% | 2%        | 1% | 0% | -1% | -2% | -3%               | -4% | -5% | -6% to -7% | -8% to -9% | -10%               | -11% | -12% | -13% < |

**Table 2**

Quality Learning & Caring...



| 2.11 HEDI Tables  |  |              |              |              |              |              |             |     |              |              |              |              |            |     |     |     |              |              |              |              |            |
|---|--|--------------|--------------|--------------|--------------|--------------|-------------|-----|--------------|--------------|--------------|--------------|------------|-----|-----|-----|--------------|--------------|--------------|--------------|------------|
| Student Learning Objective: Grade 8 Science, Grade 3 ELA and Math |  |              |              |              |              |              |             |     |              |              |              |              |            |     |     |     |              |              |              |              |            |
| Target(s)   | <p>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?<br/>                     Students will move up a level (1-4) from their fall 2012 pre-assessment to their spring 2013 NYSTP assessment.</p>   |              |              |              |              |              |             |     |              |              |              |              |            |     |     |     |              |              |              |              |            |
| HEDI Scoring  | <p>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?<br/>                     The effectiveness range percentages are established based on historical data, district-wide goals and values about student achievement.<br/>                     Thirteen (13) points will be earned for 70% achieving the growth target<br/>                     Highly Effective: Results are well above target for similar students (90% to 100%)<br/>                     Effective: Results meet expectations for similar students (51% to 89%)<br/>                     Developing: Results are below target for similar students (42% to 50%)<br/>                     Ineffective: Results are well-below target for similar students (41% and below)</p> |              |              |              |              |              |             |     |              |              |              |              |            |     |     |     |              |              |              |              |            |
|   | HIGHLY EFFECTIVE   |              |              | EFFECTIVE    |              |              |             |     |              |              |              |              | DEVELOPING |     |     |     |              | INEFFECTIVE  |              |              |            |
|   | 20   | 19           | 18           | 17           | 16           | 15           | 14          | 13  | 12           | 11           | 10           | 9            | 8          | 7   | 6   | 5   | 4            | 3            | 2            | 1            | 0          |
|   | 100%<br>-99%   | 98% -<br>95% | 94% -<br>90% | 89% -<br>85% | 84% -<br>81% | 80% -<br>75% | 74%<br>-71% | 70% | 69% -<br>66% | 65% -<br>60% | 59% -<br>55% | 54% -<br>51% | 50%        | 49% | 48% | 47% | 46% -<br>44% | 43% -<br>42% | 41% -<br>31% | 30% -<br>20% | 19%<br>-0% |

**Table 3**

Quality Learning & Caring...



| 2.11 HEDI Tables  |  |   |           |           |           |           |           |     |           |           |           |            |     |     |     |     |             |           |           |           |          |
|---|--|---|-----------|-----------|-----------|-----------|-----------|-----|-----------|-----------|-----------|------------|-----|-----|-----|-----|-------------|-----------|-----------|-----------|----------|
| Student Learning Objective: Grades 6 and 7 Science, Grades 6,7 and 8 Social Studies |  |   |           |           |           |           |           |     |           |           |           |            |     |     |     |     |             |           |           |           |          |
| Target(s)   | <p>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?<br/>                     Students will grow 10% from their first benchmark assessment to their final assessment. For students who score high on the first benchmark assessment and can't grow 10% to their final assessment, their target is to maintain the score from the first benchmark assessment to the final assessment.</p> |   |           |           |           |           |           |     |           |           |           |            |     |     |     |     |             |           |           |           |          |
|   | HEDI Scoring   | <p>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?<br/>                     The effectiveness range percentages are established based on historical data, district-wide goals and values about student achievement.<br/>                     Thirteen (13) points will be earned for 70% of students achieving the target<br/>                     Highly Effective: Results are well above target for similar students (90% to 100%)<br/>                     Effective: Results meet expectations for similar students (51% to 89%)<br/>                     Developing: Results are below target for similar students (42% to 50%)<br/>                     Ineffective: Results are well-below target for similar students (41% and below)</p> |           |           |           |           |           |     |           |           |           |            |     |     |     |     |             |           |           |           |          |
| HIGHLY EFFECTIVE  |  |   | EFFECTIVE |           |           |           |           |     |           |           |           | DEVELOPING |     |     |     |     | INEFFECTIVE |           |           |           |          |
| 20  |  | 19  | 18        | 17        | 16        | 15        | 14        | 13  | 12        | 11        | 10        | 9          | 8   | 7   | 6   | 5   | 4           | 3         | 2         | 1         | 0        |
| 100% - 99%  |  | 98% - 95%   | 94% - 90% | 89% - 85% | 84% - 81% | 80% - 75% | 74% - 71% | 70% | 69% - 66% | 65% - 60% | 59% - 55% | 54% - 51%  | 50% | 49% | 48% | 47% | 46% - 44%   | 43% - 42% | 41% - 31% | 30% - 20% | 19% - 0% |

**Table 4**



| 2.11 HEDI Tables   |  |              |              |              |              |              |             |     |              |              |              |              |            |     |     |     |              |              |              |              |            |
|--|--|--------------|--------------|--------------|--------------|--------------|-------------|-----|--------------|--------------|--------------|--------------|------------|-----|-----|-----|--------------|--------------|--------------|--------------|------------|
| Student Learning Objective: Grades 10/11 Social Studies, grade 11 ELA, grades 9/10/11 Math, grades 9,10,11, and 12 Science |  |              |              |              |              |              |             |     |              |              |              |              |            |     |     |     |              |              |              |              |            |
| Target(s)  | <p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p> <p>Students will grow 10% from their first benchmark assessment to their New York State Spring 2013 assessments. For students who score high on the first benchmark assessment and can't grow 10% to their final assessment, their target is to maintain the score from the first benchmark assessment to the final assessment.</p>  |              |              |              |              |              |             |     |              |              |              |              |            |     |     |     |              |              |              |              |            |
| HEDI Scoring   | <p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p> <p>The effectiveness range percentages are established based on historical data, district-wide goals and values about student achievement. Thirteen (13) points will be earned for 70% of students achieving the target.</p> <p>Highly Effective: Results are well above target for similar students (90% to 100%)</p> <p>Effective: Results meet expectations for similar students (51% to 89%)</p> <p>Developing: Results are below target for similar students (42% to 50%)</p> <p>Ineffective: Results are well-below target for similar students (41% and below)</p> |              |              |              |              |              |             |     |              |              |              |              |            |     |     |     |              |              |              |              |            |
|  | HIGHLY EFFECTIVE   |              |              | EFFECTIVE    |              |              |             |     |              |              |              |              | DEVELOPING |     |     |     |              |              | INEFFECTIVE  |              |            |
|  | 20   | 19           | 18           | 17           | 16           | 15           | 14          | 13  | 12           | 11           | 10           | 9            | 8          | 7   | 6   | 5   | 4            | 3            | 2            | 1            | 0          |
|  | 100%<br>-99%   | 98% -<br>95% | 94% -<br>90% | 89% -<br>85% | 84% -<br>81% | 80% -<br>75% | 74%<br>-71% | 70% | 69% -<br>66% | 65% -<br>60% | 59% -<br>55% | 54% -<br>51% | 50%        | 49% | 48% | 47% | 46% -<br>44% | 43% -<br>42% | 41% -<br>31% | 30% -<br>20% | 19%<br>-0% |

**Table 5**

*Quality Learning & Caring...*



| 2.11 HEDI Tables   |  |  |             |     |     |     |     |     |             |     |     |            |             |             |             |             |             |             |     |     |     |
|--|--|--|-------------|-----|-----|-----|-----|-----|-------------|-----|-----|------------|-------------|-------------|-------------|-------------|-------------|-------------|-----|-----|-----|
| Student Learning Objective: Grade 9/10 ELA, grade 9 Social Studies, and 9-12 all other |  |  |             |     |     |     |     |     |             |     |     |            |             |             |             |             |             |             |     |     |     |
| Target(s)  | <p><i>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?</i></p> <p>Students scoring at the mastery level (85) or higher will achieve the target for the combined 2013 NYS Regents assessments in ELA 11, American History, Global History, Geometry, and Living Environment.</p> |  |             |     |     |     |     |     |             |     |     |            |             |             |             |             |             |             |     |     |     |
|  | HEDI Scoring   | <p><i>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</i></p> <p>The effectiveness range is based on historical data, district-wide goals and values about student achievement. 13 "effective" points will be earned <b>school wide</b> for achieving the target 63%.</p> <p>Highly Effective: Results are well above target for similar students (68% or more)</p> <p>Effective: Results meet expectations for similar students (67% to 58%)</p> <p>Developing: Results are below target for similar students (57% to 40%)</p> <p>Ineffective: Results are well-below target for similar students (39% or below)</p> |             |     |     |     |     |     |             |     |     |            |             |             |             |             |             |             |     |     |     |
| HIGHLY EFFECTIVE   |  |  | EFFECTIVE   |     |     |     |     |     |             |     |     | DEVELOPING |             |             |             |             | INEFFECTIVE |             |     |     |     |
| 20   |  | 19   | 18          | 17  | 16  | 15  | 14  | 13  | 12          | 11  | 10  | 9          | 8           | 7           | 6           | 5           | 4           | 3           | 2   | 1   | 0   |
| 75%+<br>-74%   |  | 73%-<br>71%  | 70%-<br>68% | 67% | 66% | 65% | 64% | 63% | 62%-<br>61% | 60% | 59% | 58%        | 57%-<br>55% | 54%-<br>52% | 51%-<br>49% | 48%-<br>46% | 45%-<br>43% | 42%-<br>40% | 39% | 38% | 37% |

**Table 6**

Quality Learning & Caring...



| 2.11 HEDI Tables                                 |   |       |    |                  |    |    |    |           |    |    |     |     |                   |     |     |           |            |      |                    |      |      |
|--|---|-------|----|------------------|----|----|----|-----------|----|----|-----|-----|-------------------|-----|-----|-----------|------------|------|--------------------|------|------|
| Student Learning Objective: Grades 6-8 All Other |   |       |    |                  |    |    |    |           |    |    |     |     |                   |     |     |           |            |      |                    |      |      |
| <b>Target(s)</b>                                 | <p>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?<br/>                     Students meeting the proficiency standard will grow 2% from the 2012 NYS ELA assessment grades 6 and 7 to the spring 2013 NYS ELA assessment grades 7 and 8.</p>  |       |    |                  |    |    |    |           |    |    |     |     |                   |     |     |           |            |      |                    |      |      |
| <b>HEDI Scoring</b>                              | <p>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?</p> <p>The effectiveness range percentages are established based on three years of historical data, district-wide goals, and values about student achievement. Thirteen (13) points will be earned <b>school wide</b> for achieving the target.</p> <p>Highly Effective: Results are well above target for similar students (7% or more)<br/>                     Effective: Results meet expectations for similar students (-2% to 6%)<br/>                     Developing: Results are below target for similar students (-10% to -3%)<br/>                     Ineffective: Results are well-below target for similar students (-11% or below)</p> |       |    |                  |    |    |    |           |    |    |     |     |                   |     |     |           |            |      |                    |      |      |
|  | <b>HIGHLY EFFECTIVE</b>   |       |    | <b>EFFECTIVE</b> |    |    |    |           |    |    |     |     | <b>DEVELOPING</b> |     |     |           |            |      | <b>INEFFECTIVE</b> |      |      |
|  | 20  | 19    | 18 | 17               | 16 | 15 | 14 | <u>13</u> | 12 | 11 | 10  | 9   | 8                 | 7   | 6   | 5         | 4          | 3    | 2                  | 1    | 0    |
|  | 10%   | 9%-8% | 7% | 6%               | 5% | 4% | 3% | 2%        | 1% | 0% | -1% | -2% | -3%               | -4% | -5% | -6 to -7% | -8% to -9% | -10% | -11%               | -12% | -13% |

Fairport Central School District  
Annual Professional Performance Review

**Teacher Improvement Plan (TIP)  
Manual for Administrators**

- A7 Teacher Improvement Plan Protocol
- B13 Recommendation for Teacher Improvement Plan
- B14 Teacher Improvement Plan
- B14A Teacher Improvement Plan – Evidence of Improvement
- B15 Teacher Improvement Plan Recommendation

## **Teacher Improvement Plans**

Most concerns regarding professional performance can be effectively addressed through the observation process and the follow-up conversations in the post-observation conference. All professional members and their supervising administrators are encouraged to address concerns regarding performance at the earliest opportunity through these channels of the APPR. If in the judgment of the administrator, this level of awareness of the concern will result in reflection and appropriate modifications in practice, no further action is required. However, it is occasionally the case that the initial attempts to address performance issues are not successful. It may also be the case that the administrator's concerns are sufficiently serious to warrant immediate action on a more formal level. In such situations when the administrator has identified one or more components in which the member is performing below expectations and is in need of improvement, the process of developing a Teacher Improvement Plan may be initiated by the building Principal. This process is detailed in the Teacher Improvement Plan Protocol (A7).

Following the completion of the Performance Improvement Plan, the Principal will make one of several recommendations to the Superintendent or the Superintendent's designee.

### **Non-Tenured**

If all of the concerns identified in the Teacher Improvement Plan have been addressed to a satisfactory degree and no new concerns are identified, the TIP will be concluded and the individual may be recommended for continued employment.

If some progress has been made in addressing the identified concerns but performance expectations have not been completely met, the Principal may recommend an extension or modification of the current TIP, recommend the development of a new TIP or recommend termination of employment. In such cases, steps will be followed in accordance with Education Law § 3031.

### **Tenured**

If all of the concerns identified in the Teacher Improvement Plan have been addressed to a satisfactory degree, the member maintains satisfactory performance in all of the identified areas and no new concerns are identified, the TIP will be concluded and the individual will be returned to good standing as indicated by a rating of "Effective or Highly Effective" on the subsequent Annual Professional Performance Review.

If some progress has been made in addressing the identified concerns but performance expectations have not been completely met, the Principal may recommend an extension or modification of the current TIP, or recommend the development of a new TIP.

If little or no progress has been made, the Principal may recommend any of the steps in the preceding paragraph or may recommend termination of employment. In such cases, steps will be followed in accordance with Education Law § 3020-a.

# Fairport Central School District Annual Professional Performance Review

## Teacher Improvement Plan Protocol

Occasionally a professional member's performance will not meet expectations in one or more of the components. When a performance concern is first identified, the supervising administrator will make reasonable efforts to support the member's improvement through means that may include but are not limited to:

- A conference to identify and discuss the concern and improvement targets
- Suggestions for professional development that addresses the area(s) of concern
- Arranging for supporting work from other professional colleagues such as a subject specialist
- Opportunities for additional observations and feedback to assess the impact of the improvement efforts

Such an approach is intended to communicate performance concerns at the earliest opportunity, to promote candid discussion about professional growth and to remedy the concerns at the building level.

If this informal process does not result in satisfactory growth and/or the member receives an overall rating of developing or ineffective on the evaluation portion of the APPR, the Principal will then recommend the development of a formal Teacher Improvement Plan (TIP). This may be the result of a Level 1 performance on any of the components, consistent performance at Level 2 with only occasional performance at Level 3, stand alone events which call for the development of a Counseling Memorandum or, for Tenured members, receiving a rating of developing or ineffective in any of the Domains on an Annual Evaluation.

When a Principal makes the determination that a formal improvement plan is warranted, regardless of the particular origin of the concern, the Principal will notify the Superintendent or designee of the need for development of a TIP. The Principal will then initiate a four step process to develop, implement and assess a TIP. The member is encouraged to invite appropriate representation to any of the meetings.

### **Step 1: Awareness**

The first precondition for the implementation of any plan designed to improve professional performance is the individual's complete awareness of the specific areas of concern, and an understanding of the discrepancy between current levels of performance and that required to meet expectations. This awareness phase, which identifies areas in need of improvement, may occur in the course of a post-observation conference, during an Annual Evaluation conference, or in a separate meeting specifically arranged for this purpose.

During this awareness phase the Principal will identify the area(s) of concern, referring to specific evidence from formal long or short observations, informal observations and anecdotal records to help develop the individual's understanding. The rubrics will be used to focus the conversation on the discrepancy between current and desired levels of performance. The individual is encouraged to ask clarifying questions in order to develop a thorough understanding of both the concerns and the improvement targets.

## **Fairport Central School District Annual Professional Performance Review**

These concerns will be recorded on Form B13: Recommendation for a Teacher Improvement Plan. At the conclusion of this conference, the Principal will provide the member with a copy of the form.

Following the initial awareness phase, the member may schedule follow-up meetings with the Principal to seek further clarification and/or to begin the process of plan development. The member is encouraged to invite appropriate representation to these meetings.

### **Step 2: Plan Development**

After being made aware of the Principal's concerns the individual member is expected to collaborate with the supervising administrator to develop the TIP. The administrator will schedule an initial meeting to begin development of the TIP. At this meeting a list of appropriate resources will be developed. These resources may include but are limited to: formal professional development experiences, both within and outside the district; professional books, journals and other publications; collegial assistance. In the latter case, the administrator will assume the primary role for contacting the appropriate individuals to elicit their support. The member may also seek assistance from colleagues in developing the plan.

Following clarification of the concern(s) and identification of possible resources, the member and the administrator will discuss features of a draft TIP.

The draft Teacher Improvement Plan will include:

- A description of the specific actions that the member will take to address the identified concerns/areas in need of improvement together with performance targets
- A timeline for the completion of the action plan and achieving improvement (TIP)
- Steps to monitor progress and provide timely feedback
- A description of the evaluation regimen and criteria that will be used to determine the efficacy of the efforts- the manner in which improvement will be assessed
- Differentiated activities to support improvement where appropriate.

The evaluation regimen should be designed to directly assess progress on the identified areas (components) of concern. For example, concerns about the connection between planning and instruction may require a meeting to review the member's plans followed shortly thereafter by a formal observation to assess the implementation of those plans. If the maintenance of accurate records is a concern, multiple reviews of appropriate documentation conducted over a period of time might be an appropriate means to assess professional growth. Evaluations of progress may occur at more than one point in plan.

Since it is essential for the member to be fully invested in the development and implementation of the TIP, the member will take the draft TIP to review and modify as needed. Any modifications will be completed within 5 days of the planning meeting. Following revisions, the member will make an appointment with the administrator to review and adopt the plan. In some situations additional revisions may be required and such changes should be made in a timely manner so that the plan can be implemented and professional growth assessed.

## **Fairport Central School District Annual Professional Performance Review**

All information regarding actions, timelines, progress monitoring and evaluation plans will be recorded on Form B14. The final approved version of the TIP will be signed and dated by the member and the Principal.

### **Step 3: Plan Implementation**

Once accepted, it is the member's responsibility to complete all elements of the approved TIP in a timely manner. The supervising Administrator will assist in acquiring the assistance of appropriate professional personnel, obtaining print or digital resources, and scheduling appropriate opportunities for progress monitoring and feedback.

During the course of the plan implementation, the member is expected to reflect upon his/her actions. These reflections are to be recorded on Form B14A Teacher Improvement Plan Reflections and provided to the Principal at least two days in advance of a progress monitoring conference. The member should include specific evidence of progress on the targeted components.

### **Step 4: Progress Evaluation and Recommendation**

Following the completion of all of the steps of the approved TIP, including the evaluative components, the administrator may make one of three recommendations (*Form B15*). If in the opinion of the administrator, adequate growth and performance improvement are evident, the TIP may be ended and the member returns to the appropriate level of the APPR in good standing. If some growth and improvement are evident but the target levels of performance are not completely met, the administrator may recommend a continuation or revision of the TIP. If growth and improved performance are either minimal or not evident, the administrator may recommend to the Superintendent that appropriate disciplinary measures be followed.

Copies of the signed recommendation form (B15) will be provided to the member, placed in the building file and forwarded to the Superintendent. The original will be forwarded to Human Resources for placement in the member's personnel file.

# Fairport Central School District Recommendation for Teacher Improvement Plan - Teacher

Member's Name \_\_\_\_\_ School \_\_\_\_\_

Administrator's Name \_\_\_\_\_

**Awareness** (Check all areas of concern that apply.)

| <b>Domain 1: Planning and Preparation</b>          |  |  |  |
|--|--|--|--|
| Component  |  | Component  |  |
| 1a. Knowledge of content and pedagogy              |  | 1d. Knowledge of resources                       |  |
| 1b. Knowledge of students                          |  | 1e. Designing coherent instruction               |  |
| 1c. Instructional outcomes                         |  | 1f. Student assessments                          |  |
| Specific concerns:                                 |  |  |  |
| <b>Domain 2: Classroom Environment</b>             |  |  |  |
| Component  |  | Component  |  |
| 2a. Creating an environment of respect and rapport |  | 2d. Managing student behavior                    |  |
| 2b. Establishing a culture for learning            |  | 2e. Organizing physical space                    |  |
| 2c. Managing classroom procedures                  |  |  |  |
| Specific concerns:                                 |  |  |  |
| <b>Domain 3: Instruction</b>                       |  |  |  |
| Component  |  | Component  |  |
| 3a. Communicating clearly and accurately           |  | 3d. Using assessment in instruction              |  |
| 3b. Using questioning and discussion techniques    |  | 3e. Demonstrating flexibility and responsiveness |  |
| 3c. Engaging students in learning                  |  |  |  |
| Specific concerns:                                 |  |  |  |
| <b>Domain 4: Professional Responsibilities</b>     |  |  |  |
| Component  |  | Component  |  |
| 4a. Reflecting on teaching                         |  | 4d. Participating in a professional community    |  |
| 4b. Maintaining accurate records                   |  | 4e. Growing and developing professionally        |  |
| 4c. Communicating with families                    |  | 4f. Showing professionalism                      |  |
| Specific concerns:                                 |  |  |  |
| <b>Other</b>                                       |  |  |  |
| Specific concerns:                                 |  |  |  |

### Acknowledgement of Awareness of Concerns

(Signature indicates that a conference has occurred and the member is aware of the Administrator's concerns.)

\_\_\_\_\_  
Member's Signature and Date

\_\_\_\_\_  
Administrator's Signature and Date

## Fairport Central School District Teacher Improvement Plan

Member's Name \_\_\_\_\_ Date \_\_\_\_\_

*To be developed by the member and the supervising Administrator.*

**Proposed Action Plan:** Describe all of the actions that will be taken to address the identified concerns/areas needing improvement (B13).

| Action | Resources | Estimated Completion |
|--------|-----------|----------------------|
|        |           |                      |
|        |           |                      |
|        |           |                      |
|        |           |                      |
|        |           |                      |
|        |           |                      |
|        |           |                      |

**Progress Monitoring:** Describe the proposed methods and dates through which performance improvement will be monitored and feedback provided.

| Monitoring/<br>Feedback Method | Individuals Involved | Dates (approximate) |
|--------------------------------|----------------------|---------------------|
|                                |                      |                     |
|                                |                      |                     |
|                                |                      |                     |
|                                |                      |                     |

**Proposed Evaluation Plan:** Describe the proposed methods/manner for assessing performance improvement.

| Evaluation Method | Target Performance | Estimated Completion |
|-------------------|--------------------|----------------------|
|                   |                    |                      |
|                   |                    |                      |
|                   |                    |                      |
|                   |                    |                      |

**Plan Approval and Implementation:** The Teacher Improvement Plan described above is endorsed by both parties, and all actions and evaluations will be completed by the specified dates. Any subsequent amendments must be approved by the Principal.

\_\_\_\_\_  
Member's Signature and Date

\_\_\_\_\_  
Administrator's Signature and Date

**Fairport Central School District**  
**Teacher Improvement Plan - Evidence of Improvement**

*In order to prepare for a progress monitoring conference, this form should be completed by the member in a timely manner and submitted to the Principal no later than two days before the conference.*

Faculty Member \_\_\_\_\_ Date of Conference \_\_\_\_\_

Action Step(s) \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

1. For each of the components or area(s) of concern that are currently being addressed, list evidence from your work that illustrates your present level of performance. *(You are strongly encouraged to reference the rubrics as needed.)*
  
2. In what ways has student learning benefitted from your efforts? Again, please cite specific evidence from the lesson.
  
3. To what extent were your improvement goals met? If they have not been fully met, what actions do you plan to take to continue progress?

Additional information that you may wish to share.

**Fairport Central School District  
Teacher Improvement Plan Recommendation**

*To be completed by the Principal following completion of all elements of the approved  
Teacher Improvement Plan.*

**Member's Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher Improvement Evaluation:**

Based on my assessment of the individual's performance on the evaluation instruments,  
the target goals    **have**     **have partially**     **have not**  been met.

**Recommendation:**

- Removal from Teacher Improvement status and continue employment in good standing.
- Continue or modify Teacher Improvement Plan and continue in Teacher Improvement status.
- Proceed with disciplinary actions.

\_\_\_\_\_  
**Principal's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Member's Signature**  
*(Signature acknowledges receipt of recommendation.)*

\_\_\_\_\_  
**Date**

*Quality Learning & Caring...*



FAIRPORT CENTRAL SCHOOL DISTRICT

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

**Table 1: Multi-Dimensional Principal Performance Rubric Conversion Scale**

| <b>Level</b>            | <b>Overall rubric average score</b> | <b>60 point distribution for composite</b> |
|-------------------------|-------------------------------------|--|
| <b>Ineffective</b>      | 1-1.4                               | 0-49                                       |
| <b>Developing</b>       | 1.5-2.4                             | 50-56                                      |
| <b>Effective</b>        | 2.5-3.4                             | 57-58                                      |
| <b>Highly Effective</b> | 3.5-4                               | 59-60                                      |



**9.7 Process for Assigning Points and Determining HEDI Ratings**

**Table 2: Multi-Dimensional Principal Performance Rubric Score to Conversion Score for Composite**

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

**Table 1**

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**7.3 Student Learning Objective: Principal K-2**

|                            |  |          |    |                         |    |    |    |    |    |    |     |     |                          |     |     |            |            |      |                           |      |        |
|----------------------------|--|----------|----|-------------------------|----|----|----|----|----|----|-----|-----|--------------------------|-----|-----|------------|------------|------|---------------------------|------|--------|
| <p><b>Target(s)</b></p>    | <p>What is the expected outcome (target) of students' level of knowledge of the learning content at the end of the instructional period?<br/>                 Students meeting the proficiency standard will grow 2% from the 2012 NYS ELA &amp; math assessments grades 3 and 4 to the 2013 NYS ELA &amp; math assessments grades 4 and 5. The ELA and math growth will each be scored and averaged to create a final percent score of student growth at the proficiency standard.</p>  |          |    |                         |    |    |    |    |    |    |     |     |                          |     |     |            |            |      |                           |      |        |
| <p><b>HEDI Scoring</b></p> | <p>How will evaluators determine what range of student performance "meets" the goal (effective) versus "well-below" (ineffective), "below" (developing), and "well-above" (highly effective)?<br/>                 The effectiveness range percentages are established based on three years of historical data, district-wide goals and values about student achievement. Thirteen (13) points will be earned for achieving the target<br/>                 Highly Effective: Results are well above target for similar students (7% or more)<br/>                 Effective: Results meet expectations for similar students (-2% to 6%)<br/>                 Developing: Results are below target for similar students (-10% to -3%)<br/>                 Ineffective: Results are well-below target for similar students (-11% or below)</p> |          |    |                         |    |    |    |    |    |    |     |     |                          |     |     |            |            |      |                           |      |        |
|                            | <p><b>HIGHLY EFFECTIVE</b></p>   |          |    | <p><b>EFFECTIVE</b></p> |    |    |    |    |    |    |     |     | <p><b>DEVELOPING</b></p> |     |     |            |            |      | <p><b>INEFFECTIVE</b></p> |      |        |
|                            | 20   | 19       | 18 | 17                      | 16 | 15 | 14 | 13 | 12 | 11 | 10  | 9   | 8                        | 7   | 6   | 5          | 4          | 3    | 2                         | 1    | 0      |
|                            | 10%+   | 9% to 8% | 7% | 6%                      | 5% | 4% | 3% | 2% | 1% | 0% | -1% | -2% | -3%                      | -4% | -5% | -6% to -7% | -8% to -9% | -10% | -11%                      | -12% | -13% < |



**Principal Improvement Plan**

Name:

School Year:

Evaluator:

| Latest APPR Evaluation Ratings: | Summative | 60% Component | State Growth Component | Local Assessment Component |
|---------------------------------|-----------|---------------|------------------------|----------------------------|
|                                 |           |               |                        |                            |

**SUMMARY OF REQUIREMENTS AS FOUND IN EDUCATION LAW §3012-c AND THE COMMISSIONER’S REGULATIONS:**

- Upon rating a principal as **Developing** or **Ineffective** through an annual professional performance review, a school district must formulate and commence implementation of a principal improvement plan (PIP).
- Implementation must begin no later than **10 school days** from the opening of classes in the school year following the school year for which such principal’s performance was measured.
- An improvement plan defines specific **standards-based goals** that a principal must make progress toward attaining within a specific period of time, such as a 12-month period, and shall include:
  - the identification of areas that need improvement;
  - a timeline for achieving improvement;
  - the manner in which improvement will be assessed;
  - a description of the support and assistance that the principal will receive, including, when appropriate, differentiated professional learning activities directly connected to the areas needing improvement;
  - identified artifacts that the principal must produce that can serve as benchmarks/evidence of improvement.
- In the final stage of the improvement plan, the principal should meet with his or her supervisor to review the plan, alongside any artifacts and evidence from evaluations, in order to determine if adequate improvement has been made in the required areas outlined within the plan.

**Plan Focus, Elements, Keys to Improvement**

The body of the plan must link the domain and performance areas that are deemed the highest priority areas for improvement to a clear description of the concerns, evidence, and keys to improvement. The steps below should be repeated for each domain, as necessary.

1. Identify the performance area needing improvement
2. Summarize the overall concern
3. Elaborate on the concerns by specific performance indicator with reference to the evidence used to identify the concern
4. Identify the specific keys to improvement, including prescribed learning, strategies and approaches

 **DOMAIN: Student Growth and/or Achievement (State 20/25% and/or Local 20/15%, as applicable)**

**DOMAIN: Student Growth and/or Achievement (State 20/25% and/or Local 20/15%, as applicable)**

**NOTE:** Selection of one or both of these indicators may require explicit development in the areas of data-analysis, developing teachers' use of assessment data to inform instruction, assessment design, and/or training in the alignment of the taught curriculum to standards.

- Student growth was in the ineffective or developing range as measured by the State-provided growth score or the established Student Learning Objective.
- Student growth or achievement was in the ineffective or developing range as measured by the identified local assessment component(s).

**Summary of overall concern:**

**Specific concerns by Performance Indicator with evidence:**

**Specific recommendations/evidence to support improvement:**

**Supports and assistance to be provided:**

## DOMAIN 1: Shared Vision for Learning

### **DOMAIN 1: Shared Vision for Learning**

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

- Culture (*attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*)
- Sustainability (*a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future*)

### **Summary of overall concern**

**Specific concerns by Performance Indicator with evidence:**

**Specific recommendations/evidence to support improvement:**

**Supports and assistance to be provided:**

## DOMAIN 2: School Culture and Instructional Program

### **DOMAIN 2: School Culture and Instructional Program**

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Culture (*attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*)
- Instructional Program (*design and delivery of high quality curriculum that produces clear evidence of learning*)
- Capacity Building (*developing potential and tapping existing internal expertise to promote learning and improve practice*)
- Sustainability (*a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future*)
- Strategic Planning Process **monitoring/inquiry** (the implementation and stewardship of goals, decisions, and actions)

### **Summary of overall concern**

**Specific concerns by Performance Indicator with evidence:**

**Specific recommendations/evidence to support improvement:**

**Supports and assistance to be provided:**

## DOMAIN 3: Safe, Efficient, Effective Learning Program

### **DOMAIN 3: Safe, Efficient, Effective Learning Program**

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

- Capacity Building (*developing potential and tapping existing internal expertise to promote learning and improve practice*)
- Culture (*attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*)
- Sustainability (*a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future*)
- Instructional Program (*design and delivery of high quality curriculum that produces clear evidence of learning*)

### **Summary of overall concern**

**Specific concerns by Performance Indicator with evidence:**

**Specific recommendations/evidence to support improvement:**

**Supports and assistance to be provided:**

## DOMAIN 4: Community

### **DOMAIN 4: Community**

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Strategic Planning Process: **Inquiry** (gather and analyze data to monitor effects of actions and decisions on goal attainment and enable mid-course adjustments as needed to better enable success)
- Culture (*attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*)
- Sustainability (*a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future*)

### **Summary of overall concern**

**Specific concerns by Performance Indicator with evidence:**

**Specific recommendations/evidence to support improvement:**

**Supports and assistance to be provided:**

## DOMAIN 5: Integrity, Fairness, Ethics

### **DOMAIN 5: Integrity, Fairness, Ethics**

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

- Sustainability (*a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future*)
- Culture (*attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*)

### **Summary of overall concern**

**Specific concerns by Performance Indicator with evidence:**

**Specific recommendations/evidence to support improvement:**

**Supports and assistance to be provided:**

## DOMAIN 6: Political, Social, Economic, Legal, and Cultural Context

### **DOMAIN 6: Political, Social, Economic, Legal and Cultural Context**

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

- Sustainability (*a focus on continuance and meaning beyond the present moment, contextualizing today's successes and improvements as the legacy of the future*)
- Culture (*attitudes, knowledge, behaviors and beliefs that characterize the school environment and are shared by its stakeholders*)

#### **Summary of overall concern**

**Specific concerns by Performance Indicator with evidence:**

**Specific recommendations/evidence to support improvement:**

**Supports and assistance to be provided:**

## Part 2. Timeline and Key Dates (to be completed during meeting)

- The Principal will receive the PIP by \_\_\_\_\_, and begin to implement it no later than 10 days from the start of the subsequent school year.
- The initial conference between the principal and his/her evaluator to review the PIP will be held by \_\_\_\_\_. At that time, the evaluator will:
  - Review the specific recommendations outlined in the PIP that need to occur in order to meet improvement in identified Domain.
  - Outline the supports and assistance to be provided to the administrator.
  - Develop with the administrator a process by which these changes will be monitored.
  - Discuss any other appropriate strategies focusing on the specific Domain needing improvement.
- All parties will review the plan in order to understand the intention of the plan, the areas of concern, prescribed recommendations, and evaluation evidence.
- A meeting to review progress toward the PIP will be held by January 15, at which time the PIP will be reviewed and adjusted if appropriate, with agreement of progress/non-progress. This will be communicated in person and in writing.

A final review of progress toward the PIP will be made during the final evaluation conference by \_\_\_\_\_. If possible, a determination shall be made as to whether the individual has successfully met the goals of the PIP



**8.1 Locally Selected Measures for  
Principals Grades K-5, 3-5, & 6-8**

**Table 1: 15 Points**

| <b>A<br/>2011-2012<br/>Percentage of ELA<br/>and Math State<br/>Exams at Level 3<br/>or 4 in Grades 4-8</b> | <b>B<br/>2012-2013<br/>Percentage of ELA<br/>and Math State<br/>Exams at Level 3<br/>or 4 in Grades 4-8</b> | <b>Percent<br/>Change from<br/>A to B</b> | <b>HEDI Rating</b> | <b>Composite<br/>Points</b> |
|---|---|---|--------------------|-----------------------------|
| A   | B   | 6%  | Highly Effective   | 15                          |
| A   | B   | +5%                                       | Highly Effective   | 14                          |
| A   | B   | +4%                                       | Effective          | 13                          |
| A   | B   | +2%/+3%                                   | Effective          | 12                          |
| A   | B   | +1%/-1%                                   | Effective          | 11                          |
| A   | B   | -2%/-3%                                   | Effective          | 10                          |
| A   | B   | -4%                                       | Effective          | 9                           |
| A   | B   | -5%                                       | Effective          | 8                           |
| A   | B   | -6%                                       | Developing         | 7                           |
| A   | B   | -7%                                       | Developing         | 6                           |
| A   | B   | -8%                                       | Developing         | 5                           |
| A   | B   | -9%                                       | Developing         | 4                           |
| A   | B   | -10%                                      | Developing         | 3                           |
| A   | B   | -11%                                      | Ineffective        | 2                           |
| A   | B   | -12%                                      | Ineffective        | 1                           |
| A   | B   | Below -13%                                | Ineffective        | 0                           |



**8.1 Locally Selected Measures for  
Principals Grades 9 & 10-12**

**Table 2: 15 Points**

| <b>A<br/>2011-2012<br/>Average at<br/>Passing (65)<br/>Regents<br/>Geometry,<br/>Biology, ELA,<br/>Global Studies,<br/>and US History at<br/>Proficiency (65)</b> | <b>B<br/>2012-2013<br/>Average at<br/>passing (65)<br/>Regents<br/>Geometry,<br/>Biology, ELA,<br/>Global Studies,<br/>and US History at<br/>Proficiency (65)</b> | <b>Percent<br/>Change from<br/>A to B</b> | <b>HEDI Rating</b> | <b>Composite<br/>Points</b> |
|---|---|---|--------------------|-----------------------------|
| A   | B   | 6%  | Highly Effective   | 15                          |
| A   | B   | +5%                                       | Highly Effective   | 14                          |
| A   | B   | +4%                                       | Effective          | 13                          |
| A   | B   | +2%/+3%                                   | Effective          | 12                          |
| A   | B   | +1%/-1%                                   | Effective          | 11                          |
| A   | B   | -2%/-3%                                   | Effective          | 10                          |
| A   | B   | -4%                                       | Effective          | 9                           |
| A   | B   | -5%                                       | Effective          | 8                           |
| A   | B   | -6%                                       | Developing         | 7                           |
| A   | B   | -7%                                       | Developing         | 6                           |
| A   | B   | -8%                                       | Developing         | 5                           |
| A   | B   | -9%                                       | Developing         | 4                           |
| A   | B   | -10%                                      | Developing         | 3                           |
| A   | B   | -11%                                      | Ineffective        | 2                           |
| A   | B   | -12%                                      | Ineffective        | 1                           |
| A   | B   | Below -13%                                | Ineffective        | 0                           |





**8.2 Locally Selected Measures for  
Principals Grades K-2**

**Table 1: 20 Points**

| <b>A<br/>2011-2012<br/>Percentage of ELA<br/>and Math State<br/>Exams at Level 3 or<br/>4 in Grades 4-5</b> | <b>B<br/>2012-2013<br/>Percentage of ELA<br/>and Math State<br/>Exams at Level 3 or<br/>4 in Grades 4-5</b> | <b>Change from<br/>A to B</b> | <b>HEDI Rating</b> | <b>Composite<br/>Points</b> |
|---|---|-------------------------------|--------------------|-----------------------------|
| A   | B   | +7%                           | Highly Effective   | 20                          |
| A   | B   | +6%                           | Highly Effective   | 19                          |
| A   | B   | +5%                           | Highly Effective   | 18                          |
| A   | B   | +4%                           | Effective          | 17                          |
| A   | B   | +3%                           | Effective          | 16                          |
| A   | B   | +2%                           | Effective          | 15                          |
| A   | B   | +1%                           | Effective          | 14                          |
| A   | B   | 0%                            | Effective          | 13                          |
| A   | B   | -1%/-2%                       | Effective          | 12                          |
| A   | B   | -3%                           | Effective          | 11                          |
| A   | B   | -4%                           | Effective          | 10                          |
| A   | B   | -5%                           | Effective          | 9                           |
| A   | B   | -6%                           | Developing         | 8                           |
| A   | B   | -7%                           | Developing         | 7                           |
| A   | B   | -8%                           | Developing         | 6                           |
| A   | B   | -9%                           | Developing         | 5                           |
| A   | B   | -10%                          | Developing         | 4                           |
| A   | B   | -11%                          | Developing         | 3                           |
| A   | B   | -12%                          | Ineffective        | 2                           |
| A   | B   | -13%                          | Ineffective        | 1                           |
| A   | B   | -14%                          | Ineffective        | 0                           |

*Quality Learning & Caring...*



FAIRPORT CENTRAL SCHOOL DISTRICT

**3.3 Locally Selected Measures for  
Teachers 4-8 Math & ELA**

**Table 1: 15 Points**

| <b>Rating</b>           | <b>Points</b> | <b>Percent of Students<br/>Meeting Target/<br/>Average Score</b> |
|-------------------------|---------------|--|
| Highly Effective 81-100 | 15            | 89-100   |
|                         | 14            | 81-88  |
| Effective 65-80         | 13            | 78-80  |
|                         | 12            | 76-77  |
|                         | 11            | 74-75  |
|                         | 10            | 71-73  |
|                         | 9             | 68-70  |
|                         | 8             | 65-67  |
| Developing 26-64        | 7             | 54-64  |
|                         | 6             | 46-53  |
|                         | 5             | 38-45  |
|                         | 4             | 32-37  |
|                         | 3             | 26-31  |
| Ineffective 0-25        | 2             | 22-25  |
|                         | 1             | 18-21  |
|                         | 0             | 0-17   |



**3.13 Locally Selected Measures for  
Teachers Grades K-3 Math, Grades K-3 ELA,  
Grades 6-8 Science, Grades 6-8 Social Studies,  
High School Social Studies, Science, Math, ELA  
All Other Courses K-5, 6-8, 9-12**

**Table 1: 20 Points**

| <b>Rating</b>           | <b>Points</b> | <b>Percent of Students Meeting Target/<br/>Average Score</b> |
|-------------------------|---------------|--|
| Highly Effective 81-100 | 20            | 93-100   |
|                         | 19            | 87-92  |
|                         | 18            | 81-86  |
| Effective 65-80         | 17            | 78-80  |
|                         | 16            | 76-77  |
|                         | 15            | 74-75  |
|                         | 14            | 72-73  |
|                         | 13            | 70-71  |
|                         | 12            | 68-69  |
|                         | 11            | 67   |
|                         | 10            | 66   |
| Developing 26-64        | 9             | 65   |
|                         | 8             | 58-64  |
|                         | 7             | 51-57  |
|                         | 6             | 44-50  |
|                         | 5             | 38-43  |
|                         | 4             | 32-37  |
| Ineffective 0-25        | 3             | 26-31  |
|                         | 2             | 22-25  |
|                         | 1             | 18-21  |
|                         | 0             | 0-17   |



**3.13 Locally Selected Measures for  
Teachers Grades K-3 Math, Grades K-3 ELA,  
Grades 6-8 Science, Grades 6-8 Social Studies,  
High School Social Studies, Science, Math, ELA  
All Other Courses K-5, 6-8, 9-12**

**Table 2: 15 Points**

| <b>Rating</b>           | <b>Points</b> | <b>Percent of Students Meeting Target</b> |
|-------------------------|---------------|---|
| Highly Effective 81-100 | 15            | 89-100                                    |
|                         | 14            | 81-88                                     |
| Effective 65-80         | 13            | 78-80                                     |
|                         | 12            | 76-77                                     |
|                         | 11            | 74-75                                     |
|                         | 10            | 71-73                                     |
|                         | 9             | 68-70                                     |
|                         | 8             | 65-67                                     |
| Developing 26-64        | 7             | 54-64                                     |
|                         | 6             | 46-53                                     |
|                         | 5             | 38-45                                     |
|                         | 4             | 32-37                                     |
|                         | 3             | 26-31                                     |
| Ineffective 0-25        | 2             | 22-25                                     |
|                         | 1             | 18-21                                     |
|                         | 0             | 0-17                                      |

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

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

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

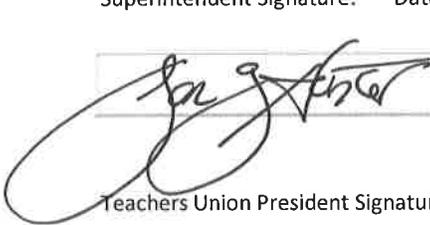
### **The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

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

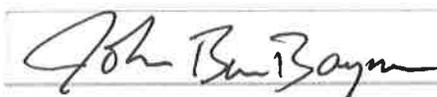
- Assure that, if more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, the measures are comparable based on the Standards of Educational and Psychological Testing
- Assure that, if more than one type of locally-selected measure is used for principals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

**Signatures, dates**

Superintendent Signature:      Date:

 1/14/13

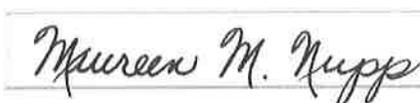
Teachers Union President Signature:      Date:

 1/14/13

Administrative Union President Signature:      Date:

 1/14/13

Board of Education President Signature:      Date:

 1/14/2013