



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

Commissioner of Education
President of the University of the State of New York
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November 14, 2012

Paul J. DiFonzo, Superintendent
Fredonia Central School District
425 East Main Street
Fredonia, NY 14063

Dear Superintendent DiFonzo:

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: David O'Rourke

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, June 11, 2012

Updated Friday, October 12, 2012

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 : 062201060000

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

062201060000

1.2) School District Name: FREDONIA CSD

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

FREDONIA CSD

1.3) School Improvement Grant (SIG) Districts Only

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

(No response)

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Monday, June 11, 2012

Updated Thursday, November 08, 2012

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	Grade 3 and 4 State ELA Assessment
1	School-or BOCES-wide, group or team results based on State assessments	Grade 3 and 4 State ELA Assessment
2	School-or BOCES-wide, group or team results based on State assessments	Grade 3 and 4 State ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The HEDI scoring was established by the teacher and principal working together. The superintendent of schools approved the final HEDI scoring. The individual student growth targets will be set using the baseline data from the pre-assessment. Teachers will earn points based on the percent of students meeting their rigorous targets. Please refer to the chart uploaded 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	All targets are met or exceeded; and/or evidence indicates student learning gain well-above district expectations. Please refer to the chart uploaded 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations. Please refer to the chart uploaded 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations. Please refer to the chart uploaded 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well below district expectations. Please refer to the chart uploaded 2.11.

2.3) Grades K-3 Math

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

	Math	Assessment
K	School-or BOCES-wide, group or team results based on State assessments	Grade 3 and 4 State Math Assessment
1	School-or BOCES-wide, group or team results based on State assessments	Grade 3 and 4 State Math Assessment
2	School-or BOCES-wide, group or team results based on State assessments	Grade 3 and 4 State Math Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The HEDI scoring was established by the teacher and principal working together. The superintendent of schools approved the final HEDI scoring. The individual student growth targets will be set using the baseline data from the pre-assessment. Teachers will earn points based on the percent of students meeting their rigorous targets. Please refer to the chart uploaded 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	All targets are met or exceeded; and/or evidence indicates student learning gain well-above district expectations. Please refer to the chart uploaded 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations. Please refer to the chart uploaded 2.11.

refer to the chart uploaded 2.11.

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

Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations. Please refer to the chart uploaded 2.11.

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

Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well below district expectations. Please refer to the chart uploaded 2.11.

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Fredonia CSD created grade 6 science assessment
7	District, regional or BOCES-developed assessment	Fredonia CSD created grade 7 science assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

The HEDI scoring was established by the teacher and principal working together. The superintendent of schools approved the final HEDI scoring. The individual student growth targets will be set using the baseline data from the pre-assessment. Teachers will earn points based on the percent of students meeting their rigorous targets. Please refer to the chart uploaded 2.11.

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

All targets are met or exceeded; and/or evidence indicates student learning gain well-above district expectations. Please refer to the chart uploaded 2.11.

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

Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations. Please refer to the chart uploaded 2.11.

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

Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations. Please refer to the chart uploaded 2.11.

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

Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well below district expectations. Please refer to the chart uploaded 2.11.

2.5) Grades 6-8 Social Studies

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

Social Studies	Assessment
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6	District, regional or BOCES-developed assessment	Fredonia CSD created grade 6 Social Studies assessment
7	District, regional or BOCES-developed assessment	Fredonia CSD created grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Fredonia CSD created grade 8 Social Studies assessment

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

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 HEDI scoring was established by the teacher and principal working together. The superintendent of schools approved the final HEDI scoring. The individual student growth targets will be set using the baseline data from the pre-assessment. Teachers will earn points based on the percent of students meeting their rigorous targets. Please refer to the chart uploaded 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All targets are met or exceeded; and/or evidence indicates student learning gain well-above district expectations. Please refer to the chart uploaded 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations. Please refer to the chart uploaded 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations. Please refer to the chart uploaded 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well below district expectations. Please refer to the chart uploaded 2.11.

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Fredonia CSD created Global 1 assessment
Social Studies Regents Courses		Assessment
Global 2	Regents assessment	Regents assessment
American History	Regents assessment	Regents assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The HEDI scoring was established by the teacher and principal working together. The superintendent of schools approved the final HEDI scoring. The individual student growth targets are rigorous and are based on these students' scores on previous New York State Regents assessments. Please refer to the chart uploaded 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All targets are met or exceeded; and/or evidence indicates student learning gain well-above district expectations. Please refer to the chart uploaded 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations. Please refer to the chart uploaded 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations. Please refer to the chart uploaded 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well below district expectations. Please refer to the chart uploaded 2.11.

2.7) High School Science Regents Courses

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

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

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

For High School Science Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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 HEDI scoring was established by the teacher and principal working together. The superintendent of schools approved the final HEDI scoring. The individual student growth targets are rigorous and are based on these students' scores on previous New York State Regents assessments. Please refer to the chart uploaded 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All targets are met or exceeded; and/or evidence indicates student learning gain well-above district expectations. Please refer to the chart uploaded 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations. Please refer to the chart uploaded 2.11.

Developing (3 - 8 points) Results are below District goals for similar students.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations. Please refer to the chart uploaded 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well below district expectations. Please refer to the chart uploaded 2.11.

2.8) High School Math Regents Courses

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

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

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

For High School Math Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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 HEDI scoring was established by the teacher and principal working together. The superintendent of schools approved the final HEDI scoring. The individual student growth targets are rigorous and are based on these students' scores on previous New York State Regents assessments. Please refer to the chart uploaded 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All targets are met or exceeded; and/or evidence indicates student learning gain well-above district expectations. Please refer to the chart uploaded 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations. Please refer to the chart uploaded 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations. Please refer to the chart uploaded 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well below district expectations. Please refer to the chart uploaded 2.11.

2.9) High School English Language Arts

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The HEDI scoring was established by the teacher and principal working together. The superintendent of schools approved the final HEDI scoring. The individual student growth targets will be set using the baseline data from the pre-assessment. Teachers will earn points based on the percent of students meeting their rigorous targets. Please refer to the chart uploaded 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	All targets are met or exceeded; and/or evidence indicates student learning gain well-above district expectations. Please refer to the chart uploaded 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations. Please refer to the chart uploaded 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations. Please refer to the chart uploaded 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well below district expectations. Please refer to the chart uploaded 2.11.

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/141305-TXEttx9bQW/HEDI Conversion Chart for SLO - All grades and subject areas.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.

When setting targets the District will consider each student's starting point (the student's prior academic history, students with disabilities and English Language Learners and students in poverty) and will ensure that the targets are equally challenging and rigorous for all students.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

3. Local Measures (Teachers)

Created Thursday, June 14, 2012

Updated Thursday, November 08, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The process for setting achievement goals or cut-points for HEDI scoring was established by the teacher and principal working together. The superintendent of schools approved the final HEDI scoring. The targets are rigorous and based on individual students pre-assessment results. Please see the uploaded document for further explanation of the criteria and point distribution.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain well-above district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well-below district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.

3.2) Grades 4-8 Math

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

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

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

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

assurances listed to the left of each box.

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.	The process for setting achievement goals or cut-points for HEDI scoring was established by the teacher and principal working together. The superintendent of schools approved the final HEDI scoring. The targets are rigorous and based on individual students pre-assessment results. Please see the uploaded document for further explanation of the criteria and point distribution.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain well-above district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well-below district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.

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/5139/142740-rhJdBgDruP/HEDI Conversion Chart for Locally Selected Measures - For Grades 4-8_1.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	7) Student Learning Objectives	AIMSweb
1	7) Student Learning Objectives	AIMSweb
2	7) Student Learning Objectives	AIMSweb
3	7) Student Learning Objectives	AIMSweb

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The process for setting achievement goals or cut-points for HEDI scoring was established by the teacher and principal working together. The superintendent of schools approved the final HEDI scoring. The targets are rigorous and based on individual students pre-assessment results. Please see the uploaded document for further explanation of the criteria and point distribution.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain well-above district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well-below district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.

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	7) Student Learning Objectives	AIMSweb
1	7) Student Learning Objectives	AIMSweb
2	7) Student Learning Objectives	AIMSweb
3	7) Student Learning Objectives	AIMSweb

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The process for setting achievement goals or cut-points for HEDI scoring was established by the teacher and principal working together. The superintendent of schools approved the final HEDI scoring. The targets are rigorous and based on
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	individual students pre-assessment results. Please see the uploaded document for further explanation of the criteria and point distribution.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain well-above district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well-below district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.

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	7) Student Learning Objectives	Fredonia CSD created Grade 6 Science assessment
7	7) Student Learning Objectives	Fredonia CSD Created Grade 7 Science assessment
8	7) Student Learning Objectives	Fredonia CSD Created Grade 8 Science assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The process for setting achievement goals or cut-points for HEDI scoring was established by the teacher and principal working together. The superintendent of schools approved the final HEDI scoring. The targets are rigorous and based on individual students pre-assessment results. Please see the uploaded document for further explanation of the criteria and point distribution.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain well-above district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations. Please see

grade/subject.	the uploaded document for further explanation of the criteria and point distribution.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well-below district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.

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	7) Student Learning Objectives	Fredonia CSD Created Grade 6 Social Studies assessment
7	7) Student Learning Objectives	Fredonia CSD Created Grade 7 Social Studies assessment
8	7) Student Learning Objectives	Fredonia CSD Created Grade 8 Social Studies assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The process for setting achievement goals or cut-points for HEDI scoring was established by the teacher and principal working together. The superintendent of schools approved the final HEDI scoring. The targets are rigorous and based on individual students pre-assessment results. Please see the uploaded document for further explanation of the criteria and point distribution.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain well-above district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well-below district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.

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	7) Student Learning Objectives	Fredonia CSD Created Global 1 assessment
Global 2	7) Student Learning Objectives	Global 2 Regents assessment
American History	7) Student Learning Objectives	American History Regents assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The process for setting achievement goals or cut-points for HEDI scoring was established by the teacher and principal working together. The superintendent of schools approved the final HEDI scoring. The targets are rigorous and based on individual students pre-assessment results. Please see the uploaded document for further explanation of the criteria and point distribution.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain well-above district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well-below district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.

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	7) Student Learning Objectives	Living Environment Regents assessment
Earth Science	7) Student Learning Objectives	Earth Science Regents assessment
Chemistry	7) Student Learning Objectives	Chemistry Regents assessment
Physics	7) Student Learning Objectives	Physics Regents assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The process for setting achievement goals or cut-points for HEDI scoring was established by the teacher and principal working together. The superintendent of schools approved the final HEDI scoring. The targets are rigorous and based on individual students pre-assessment results. Please see the uploaded document for further explanation of the criteria and point distribution.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain well-above district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well-below district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.

3.10) High School Math

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

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

Locally-Selected Measure from List of Approved Measures	Assessment
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Algebra 1	7) Student Learning Objectives	Algebra 1 Regents assessment
Geometry	7) Student Learning Objectives	Geometry Regents assessment
Algebra 2	7) Student Learning Objectives	Algebra 2 Regents assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The process for setting achievement goals or cut-points for HEDI scoring was established by the teacher and principal working together. The superintendent of schools approved the final HEDI scoring. The targets are rigorous and based on individual students pre-assessment results. Please see the uploaded document for further explanation of the criteria and point distribution.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	All targets are met or exceeded; and/or evidence indicates student learning gain well-above district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well-below district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.

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	7) Student Learning Objectives	Fredonia CSD Created Grade 9 ELA assessment
Grade 10 ELA	7) Student Learning Objectives	Fredonia CSD Created Grade 10 ELA assessment
Grade 11 ELA	7) Student Learning Objectives	ELA Regents assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The process for setting achievement goals or cut-points for HEDI scoring was established by the teacher and principal working together. The superintendent of schools approved the final HEDI scoring. The targets are rigorous and based on individual students pre-assessment results. Please see the uploaded document for further explanation of the criteria and point distribution.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>All targets are met or exceeded; and/or evidence indicates student learning gain well-above district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well-below district expectations. Please see the uploaded document for further explanation of the criteria and point distribution.</p>

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

(No response)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/142740-y92vNseFa4/HEDI Conversion Chart for Locally Selected Measures - All grades and subject areas_2.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.

When setting targets the District will consider each student's starting point (the student's prior academic history, students with disabilities and English Language Learners and students in poverty) and will ensure that the targets are equally challenging and rigorous for all students.

3.15) Teachers with More Than One Locally Selected Measure

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

For teachers requiring multiple measures, it will be necessary to translate their scores into one overall score/rating. The evaluator will access the results of each measure separately, arriving at a HEDI rating and point value between 0-20 points. Then each measure must then be weighted proportionately based on the number of students included in all measures. The evaluator will always round to the nearest whole number.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Thursday, June 14, 2012

Updated Thursday, November 08, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

NYSUT Teacher Practice Rubric

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

Using the NYSUT Teacher Practice Rubric, teachers will demonstrate evidence of effective teaching practices through the use of multiple measures. Each sub-component in the rubric will be evaluated on a #1 to #4 rating scale. This will include direct observation, student work, teacher artifacts, and pre/post conferencing.

Teachers will self-reflect using the NYSUT Teacher Practice Rubric by reviewing the NYS Teaching Standards and the Common Core State Standards in consideration of the needs of their incoming student population, changes in curriculum, and developments in content area, assessments, and school and community contexts. Self-reflection bridges the goal setting from the previous year's evaluation to a new school year context.

Scores will be collected for each category throughout the year and recorded on the Teacher Evaluation Form. Teachers may earn up to 60 points through this process. A teacher's final HEDI rating will always round to the nearest whole number.

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/5091/142732-eka9yMJ855/NYSUT Rubric Summary Page (60 pts.)_1.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.	All targets are met or exceeded; and/or evidence indicated student learning gain well-above district expectations.
Effective: Overall performance and results meet NYS Teaching Standards.	Most targets are met; and/or evidence indicates significant student learning gain that meets district expectations.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Some targets are met; and/or evidence indicates an impact on student learning that is below district expectations.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Targets are generally not met; and/or evidence indicates little to no student learning gain and results that are well-below district expectations.

Provide the ranges for the 60-point scoring bands.

Highly Effective	57-60
Effective	50-56
Developing	45-49
Ineffective	0-44

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?

5. Composite Scoring (Teachers)

Created Friday, June 15, 2012

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	57-60
Effective	50-56
Developing	45-49
Ineffective	0-44

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, June 18, 2012

Updated Thursday, November 08, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/143638-Df0w3Xx5v6/TIP Plan Fredonia CSD.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:

Fredonia Central School Appeals Process

1. Discussion with the evaluator (prior to formal appeals process)

This informal stage is initiated by the teacher who was evaluated in hopes of coming to a mutual understanding with the evaluator through continued discussion. The teacher may wish to have union representation during these meetings. The time taken in this stage

counts toward the fifteen (15) calendar day time-limit for the formal filing of an appeal.

2. Panel Mediation (formal)

If the teacher and evaluator cannot come to a mutual understanding, the teacher will provide written notice of the appeal which must be received by the Superintendent within fifteen (15) calendar days of the date the teacher first received the APPR rating from the evaluator. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. Any information not submitted at the time the appeal is filed shall not be considered. The teacher may appeal a rating of “ineffective” or “developing”. However, in the event that a reward system based on APPR performance is established in the future, teachers may appeal any rating. Teachers may appeal:

- The substance of the annual professional performance review;
- The district’s failure to adhere to the standards and methodologies required for the APPR, pursuant to Education Law §3012-c and applicable rules and regulations;
- The district’s failure to comply with applicable locally negotiated procedures;
- The district’s failure to issue and/or implement the terms of the teacher improvement plan (TIP), as required under Education Law §3012-c.

In an appeal, the teacher has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.

Within five (5) days of the Superintendent’s receipt of the appeal, the Superintendent will contact the president of the teachers’ association to convene a meeting to discuss the appeal. Both parties will, at the request of the teacher, seek the help of three (3) persons familiar with the teacher evaluation process: one to be selected by the district, one to be selected by the association, and the third to be agreed upon by both the district and the teachers’ association.

The panel must convene and provide summary judgment within thirty (30) calendar days of the date the district received the initial appeal. The Superintendent will review the findings of the panel, reserve the right to question the panel members, and render the final decision.

A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to matters under this section.

Evaluations of tenured teachers which are being appealed cannot be offered as evidence in any 3020-a education law proceedings or any local disciplinary procedure until the appeal process is concluded.

Nothing in this appeals process shall be construed to alter or diminish the authority of the District to grant or deny tenure to or terminate probationary teachers during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons other than the teacher’s performance that is the subject of the appeal.

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The Fredonia Central School District will ensure that all evaluators are trained and that lead evaluators, who complete an individual’s performance review, will be certified to conduct evaluations, consistent with regulations.

The Fredonia Central School District will ensure that lead evaluators maintain inter-rater reliability over time. This inter-rater reliability training and re-certification training will occur during summer retreat meeting and Administrative Council meetings set by the District. The evaluators will use NYSED guidance documents and training materials as well as participate in training provided by NYSED and BOCES.

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	Checked

the last school day of the school year for which the teacher or principal is being measured.	
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 Friday, June 15, 2012

Updated Thursday, November 08, 2012

Page 1

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

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

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

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

5-8
9-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
K-4 Elementary	State assessment	Grade 3 and Grade 4 ELA and Math State assessments

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 HEDI scoring was established by the principal and superintendent working together. The District will use the Grade 4 ELA state-provided score as a part of the HEDI calculation. The superintendent of schools approved the final HEDI scoring. The District has set growth targets for ELA and math that are rigorous and are based on building scores on New York State ELA and math assessments from the previous school year. Please refer to the chart uploaded below.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	Evidence indicates student learning gains are well-above District expectations. Please refer to the chart uploaded below.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Evidence indicates significant student learning gain that meets District expectations, including special populations. Please refer to the chart uploaded below.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Evidence indicates an impact on student learning that is below District expectations. Please refer to the chart uploaded below.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Evidence indicates little to no student learning gain and results that are well below District expectations. Please refer to the chart uploaded below.

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/5365/143131-lha0DogRNw/HEDI Conversion Chart for SLO - All grades and subject areas_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.

When setting targets, the District will consider each student's starting point (the student's prior academic history, students with disabilities and English Language Learners and students in poverty) and will ensure that the targets are equally challenging and rigorous for all students.

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Friday, June 15, 2012

Updated Thursday, November 08, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	STAR Reading Enterprise
5-8	(d) measures used by district for teacher evaluation	STAR Math Enterprise
9-12	(d) measures used by district for teacher evaluation	ELA Regents assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The HEDI scoring was established by the principal and superintendent working together. The superintendent of schools approved the final HEDI scoring. The principal targets will be set using the baseline data from the pre-assessment. Principals will earn points based on the percent of students meeting their rigorous targets. Please see the uploaded document for further explanation of the criteria and point distribution.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Overall performance and results exceed standards. Please see the uploaded document for further explanation of the criteria and point distribution.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Overall performance and results meet standards. Please see the uploaded document for further explanation of the criteria and point distribution.
Developing (3 - 7 points) 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 standards. Please see the uploaded document for further explanation of the criteria and point distribution.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for	Overall performance and results do not meet standards. Please see the uploaded document for further explanation of the criteria

grade/subject.

and point distribution.

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

(No response)

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

[assets/survey-uploads/5366/143134-qBFVOWF7fC/HEDI Conversion Chart for Locally Selected Measures - For Grades 4-8_2.pdf](assets/survey-uploads/5366/143134-qBFVOWF7fC/HEDI%20Conversion%20Chart%20for%20Locally%20Selected%20Measures%20-%20For%20Grades%204-8_2.pdf)

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

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

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

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

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

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

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

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

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

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

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

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

in a school with high school grades

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-4	(d) measures used by district for teacher evaluation	AIMSweb

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The HEDI scoring was established by the principal and superintendent working together. The superintendent of schools approved the final HEDI scoring. The principal targets will be set using the baseline data from the pre-assessment. Principals will earn points based on the percent of students meeting their rigorous targets. Please see the uploaded document for further explanation of the criteria and point distribution.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Overall performance and results exceed standards. Please see the uploaded document for further explanation of the criteria and point distribution.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Overall performance and results meet standards. Please see the uploaded document for further explanation of the criteria and point distribution.
Developing (3 - 8 points) 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 standards. Please see the uploaded document for further explanation of the criteria and point distribution.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Overall performance and results do not meet standards. Please see the uploaded document for further explanation of the criteria and point distribution.

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

(No response)

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

assets/survey-uploads/5366/143134-T8MIGWUVm1/HEDI Conversion Chart for Locally Selected Measures - All grades and subject areas_3.pdf

8.3) Locally Developed Controls

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

When setting targets, the District will consider each student's starting point (the student's prior academic history, students with disabilities and English Language Learners and students in poverty) and will ensure that the targets are equally challenging and rigorous for all students.

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.

Principals with multiple locally selected measures will translate their scores into one overall score/rating. The evaluator will access the results of each locally selected measure separately, arriving at a HEDI rating and point value between 0-20 points. Each locally selected measure must then be weighted proportionately. Always round to the nearest whole number.

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 Friday, June 15, 2012

Updated Thursday, November 08, 2012

Page 1

9.1) Principal Practice Rubric

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

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

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]	59
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents.	1
--	---

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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 LCI Multidimensional Rubric, the superintendent will check the descriptor for each item that best matches the principal's performance. Using the rubric checklists contained in the attached tables and then followed by a holistic approach using the averages of the ratings, a HEDI rating shall then be determined for each domain and an overall rating on the rubric. Please refer to the uploaded document for further explanation of the criteria and point distribution.

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/5143/143158-pMADJ4gk6R/Principal Process for Assigning Points and HEDI Ratings_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.	Overall performance and results exceed standards. Using the rubric checklists and then followed by a holistic approach using the averages of the ratings, a HEDI rating shall then be determined for each domain and an overall rating on the rubric.
Effective: Overall performance and results meet standards.	Overall performance and results meet standards. Using the rubric checklists and then followed by a holistic approach using the averages of the ratings, a HEDI rating shall then be determined for each domain and an overall rating on the rubric.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet standards. Using the rubric checklists and then followed by a holistic approach using the averages of the ratings, a HEDI rating shall then be determined for each domain and an overall rating on the rubric.
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet standards. Using the rubric checklists and then followed by a holistic approach using the averages of the ratings, a HEDI rating shall then be determined for each domain and an overall rating on the rubric.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	59-60
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Effective	57-58
Developing	55-56
Ineffective	0-54

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Friday, June 15, 2012

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	55-56
Ineffective	0-54

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 Monday, June 18, 2012

Updated Thursday, November 08, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/143629-Df0w3Xx5v6/ADMIN PIP.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:

*Fredonia Central School District
Principal APPR Appeal Process*

CHALLENGES IN AN APPEAL:

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

- (1) The substance of the annual professional performance review;*
- (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 annual professional performance reviews or improvement plans; and*
- (5) The school district's issuance and/or implementation of the terms of the principal improvement plan.*

RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews may be brought for ineffective, developing or any rating tied to compensation. An appeal may only be initiated once a principal receives the overall composite score and rating.

PROHIBITION AGAINST MORE THAN ONE APPEAL

A principal may not file multiple appeals regarding the same performance review. The issuance of an improvement plan may prompt an appeal independent of the performance review. The implementation of an improvement plan 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.

BURDEN OF PROOF

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

TIME FRAME FOR FILING APPEAL

All appeals shall be filed in writing. The act of mailing the appeal shall constitute filing.

An appeal of a performance review must be filed no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review. If a principal is challenging the issuance of a principal improvement plan, appeals must be filed with fifteen (15) business days of issuance of such plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan.

The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the Superintendent upon written request.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. Any additional documents or materials relevant to the appeal must be provided by the district upon written request for same. The performance review and/or improvement plan being challenged must also be submitted with the appeal.

TIME FRAME FOR DISTRICT RESPONSE

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 the response is filed shall not be considered on behalf of the district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district, and all additional information submitted with the response, at the same time the school district files its response. Additional material supporting the challenges may be submitted by the principal up to the date of the hearing.

DECISION PROCESS FOR APPEAL

Within five (5) business days of the district's response, a single individual hearing officer shall be chosen from the list of hearing officers approved mutually by the district and bargaining unit representing the principals.

The parties agree that:

- a. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) business days or more than fifteen (15) business days after the hearing officer is selected.*
- b. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.*
- c. The parties shall have the ability to be represented by either legal counsel, union representative, or appear pro se;*
- d. The parties shall exchange an anticipated witness list no less than two (2) business days before the scheduled hearing date;*
- e. The principal shall have the prerogative to determine whether the appeal shall be open to the public or not;*
- f. The district shall have the opportunity to present its case supporting the rating or improvement plan and then the principal may refute the presentation. These may include the presentation of material, witnesses and/or affidavits in lieu of testimony.*

DECISION

A written decision on the merits of the appeal shall be rendered no later than ten (10) business days from the close of the hearing. Such decision shall be a final administrative decision.

The decision shall set forth the reasons and factual basis for the determination on each of the specific issues raised in the appeal. The reviewer must either, affirm, set aside or modify a district's rating or improvement plan. A copy of the decision shall be provided to the principal and the district representative.

EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE

This appeal procedure shall constitute the means for initiating, reviewing and resolving challenges to a principal performance review or improvement plan. A principal may not resort to any other contractual grievance procedures for the resolution of challenges and appeals related to a professional performance review and/or improvement plan.

OTHER

- 1. The district and bargaining unit for the principal shall maintain a list of no less than three (3) mutually agreed upon hearing officers. Hearing officers may include BOCES District Superintendents, Superintendents from neighbouring school districts, and members of the SUNY Fredonia faculty and employees of independent APPR evaluating agencies.*
- 2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name. No hearing officer shall hear two different appeals by the same administrator.*
- 3. The district and unit agree that hearing officers shall be paid no more than \$500 for the hearing date, analysis of documents and production of the decision. This cost shall be the responsibility of the district.*
- 4. In addition to any further limitations agreed to within the APPR agreement, an evaluation shall not be placed in a tenured principal's personnel file until either the expiration of the fifteen (15) business day period in which to file an notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein, whichever is later.*
- 5. 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.*
- 6. A challenge or determination under this appeal process shall not be the subject of a grievance, and the arbitration provisions of the Collective Negotiations Agreement shall not apply to matters under this section.*
- 7. Nothing in this appeals process shall be construed to alter or diminish the authority of the District to grant or deny tenure to or terminate probationary building principals during the pendency of an appeal pursuant to this section for statutorily and constitutionally permissible reasons other than the principal's performance that is the subject of the 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 Fredonia Central School District will ensure that all evaluators are trained and that lead evaluators, who complete an individual's performance review, will be certified to conduct evaluations, consistent with regulations.

The Fredonia Central School District will ensure that lead evaluators maintain inter-rater reliability over time. This inter-rater reliability training and re-certification training will occur during summer retreat meeting and Administrative Council meetings set by the District. The evaluators will use NYSED guidance documents and training materials as well as participate in training provided by NYSED and BOCES.

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 Monday, June 25, 2012

Updated Wednesday, November 14, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

[assets/survey-uploads/5581/145387-3Uqgn5g9Iu/District Certification Form 11.13.12.pdf](assets/survey-uploads/5581/145387-3Uqgn5g9Iu/District%20Certification%20Form%2011.13.12.pdf)

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Fredonia Central School District

HEDI Ratings Conversion Charts for Student Learning Objectives (SLOs)

Based on the percentage of students that meet their established targets for State SLOs, teacher and/or principals will receive a HEDI rating between 0-20 as outlined below:

Option #1

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
97-100%	93-96%	89-92%	83-88%	82%	81%	80%	79%	78%	77%	76%	75%	73-74%	71-72%	69-70%	67-68%	66%	65%	55-64%	45-54%	0-44%

Fredonia Central School District

HEDI Ratings Conversion Charts for Locally Selected Measures for Grades 4-8

Option 1: Based on the percentage of students that meet their established achievement goals for locally selected assessments, teacher and/or principals will receive a HEDI rating between 0-15 as outlined below. These goals are based on achievement only and are different than growth goals. All teachers across grade levels will use the same option. The achievement goal will be set by the teacher and principal, or principal and superintendent, working together. All final achievement goals are approved by the superintendent.

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	89-94%	83-88%	80-82%	78-79%	77%	76%	75%	71-74%	69-70%	67-68%	66%	65%	55-64%	45-54%	0-44%

OR

Option 2: Based on the increase or decrease of the percentage of students that exceed an identified baseline cut-point on the locally selected final assessment, teachers and/or principals will receive a HEDI rating between 0-15 as outlined below. All teachers across grade levels will use the same option. The baseline cut-point will be set by the teacher and principal, or principal and superintendent, working together. All final cut-point goals are approved by the superintendent.

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
11% or more	9-10%	7-8%	5-6%	3-4%	2%	1%	0%	-1%	-2%	-3%	-4%	-5 to -6%	-7%	-8%	-9% or more

Fredonia Central School District

HEDI Ratings Conversion Charts for Locally Selected Measures

Option 1: Based on the percentage of students that meet their established achievement goals for locally selected assessments, teacher and/or principals will receive a HEDI rating between 0-20 as outlined below. These goals are based on achievement only and are different than growth goals. All teachers across grade levels will use the same option. The achievement goal will be set by the teacher and principal, or principal and superintendent, working together. All final achievement goals are approved by the superintendent.

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
97-100%	93-96%	89-92%	83-88%	82%	81%	80%	79%	78%	77%	76%	75%	73-74%	71-72%	69-70%	67-68%	66%	65%	55-64%	45-54%	0-44%

OR

Option 2: Based on the increase or decrease of the percentage of students that exceed an identified baseline cut-point on the locally selected final assessment, teachers and/or principals will receive a HEDI rating between 0-20 as outlined below. All teachers across grade levels will use the same option. The baseline cut-point will be set by the teacher and principal, or principal and superintendent, working together. All final cut-point goals are approved by the superintendent.

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
11% or more	10%	9%	8%	7%	6%	5%	4%	3%	2%	1%	0%	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-8%	-9% or more

Fredonia Central School District

HEDI Ratings Conversion Charts for Student Learning Objectives (SLOs)

Based on the percentage of students that meet their established targets for State SLOs, teacher and/or principals will receive a HEDI rating between 0-20 as outlined below:

Option #1

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
97-100%	93-96%	89-92%	83-88%	82%	81%	80%	79%	78%	77%	76%	75%	73-74%	71-72%	69-70%	67-68%	66%	65%	55-64%	45-54%	0-44%

Fredonia Central School District

HEDI Ratings Conversion Charts for Locally Selected Measures for Grades 4-8

Option 1: Based on the percentage of students that meet their established achievement goals for locally selected assessments, teacher and/or principals will receive a HEDI rating between 0-15 as outlined below. These goals are based on achievement only and are different than growth goals. All teachers across grade levels will use the same option. The achievement goal will be set by the teacher and principal, or principal and superintendent, working together. All final achievement goals are approved by the superintendent.

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
95-100%	89-94%	83-88%	80-82%	78-79%	77%	76%	75%	71-74%	69-70%	67-68%	66%	65%	55-64%	45-54%	0-44%

OR

Option 2: Based on the increase or decrease of the percentage of students that exceed an identified baseline cut-point on the locally selected final assessment, teachers and/or principals will receive a HEDI rating between 0-15 as outlined below. All teachers across grade levels will use the same option. The baseline cut-point will be set by the teacher and principal, or principal and superintendent, working together. All final cut-point goals are approved by the superintendent.

Highly Effective		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
11% or more	9-10%	7-8%	5-6%	3-4%	2%	1%	0%	-1%	-2%	-3%	-4%	-5 to -6%	-7%	-8%	-9% or more

Fredonia Central School District

HEDI Ratings Conversion Charts for Locally Selected Measures

Option 1: Based on the percentage of students that meet their established achievement goals for locally selected assessments, teacher and/or principals will receive a HEDI rating between 0-20 as outlined below. These goals are based on achievement only and are different than growth goals. All teachers across grade levels will use the same option. The achievement goal will be set by the teacher and principal, or principal and superintendent, working together. All final achievement goals are approved by the superintendent.

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
97-100%	93-96%	89-92%	83-88%	82%	81%	80%	79%	78%	77%	76%	75%	73-74%	71-72%	69-70%	67-68%	66%	65%	55-64%	45-54%	0-44%

OR

Option 2: Based on the increase or decrease of the percentage of students that exceed an identified baseline cut-point on the locally selected final assessment, teachers and/or principals will receive a HEDI rating between 0-20 as outlined below. All teachers across grade levels will use the same option. The baseline cut-point will be set by the teacher and principal, or principal and superintendent, working together. All final cut-point goals are approved by the superintendent.

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
11% or more	10%	9%	8%	7%	6%	5%	4%	3%	2%	1%	0%	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-8%	-9% or more

SECTION III: "OTHER" MEASURES OF EFFECTIVENESS (60 POINTS)

Fredonia Central School District

Principal's Leadership and Management

Assessment Summary: LCI Multidimensional Rubric

Using the rubric, the superintendent will check the descriptor for each item that best matches the principal's performance. Using the rubric checklists contained on the following pages and then followed by a holistic approach using the averages of the ratings, a HEDI rating shall then be determined for each domain and an overall rating on the rubric. Based on the overall rating on the rubric, 0-60 points will be assigned according to the ranges below.

Name of Principal _____

School Year _____

Domain	Highly Effective	Effective	Developing	Ineffective
Shared Vision of Learning				
School Culture and Instructional Program				
Safe, Efficient, Effective Learning Environment				
Community				
Integrity, Fairness, Ethics				
Political, Social, Economic, Legal and Cultural Context				

By averaging the rating above a score out of 60 points will be awarded using the point ranges listed below:

Domains' Average: _____

RUBRIC SUMMARY PAGE (60 POINTS)

		Conversion Chart	
Overall Rating:		4	60
(Circle one)		3.9	60
		3.8	60
APPR SCORE:	out of 60	3.7	59
		3.6	59
Rubric Performance Levels and Score Scale		3.5	59
		3.4	58
		3.3	58
		3.2	58
		3.1	58
		3	57
		2.9	57
		2.8	57
		2.7	57
		2.6	57
		2.5	57
		2.4	56
		2.3	56
		2.2	56
		2.1	56
		2	55
		1.9	55
		1.8	55
		1.7	55
		1.6	55
		1.5	55
		1.4	54
		1.3	50
		1.2	49
		1.1	40
		1	0

Performance Level	Range*
Highly Effective	59-60
Effective	57-58
Developing	55-56
Ineffective	0-54

*Points ranges negotiated (subject to negotiated revision should NYSED ranges change)

PRINCIPAL'S COMPREHENSIVE EVALUATION RUBRIC CHECKLIST

Administrator _____

Domain 1- Shared Vision of Learning

An educational 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.

4	3	2	1	DOMAIN 1	Evidence Measures							
					Highly Effective	Effective	Developing	Ineffective	Directly Observed	Indirectly Observed	Artifact	Pre/Post Conference
				Shared Vision of Learning								
				Collaboratively develops and implements a shared vision and mission								
				Collects and uses data to identify goals, assess organizational effectiveness and promote organizational learning								
				Creates and implements plans to achieve goals								
				Promotes continuous and sustainable improvement								
				Monitors and evaluates progress and revises plans								
				Organizes curriculum and develops an efficient master schedule for his school								
				Facilitates instructional leader and inquiry team meetings								
				Recommends the creation of new positions and/or changes of current positions Based upon District priorities and needs								
				Writes, reviews and approves Student Learning Objectives								
				Totals								

Items for improvement/comments:

AVERAGE OF RATINGS: _____ **DOMAIN 1 OVERALL RATING** _____

- 1-1.49 **INEFFECTIVE**
- 1.5-2.49 **DEVELOPING**
- 2.5-3.49 **EFFECTIVE**
- 3.5-4.0 **HIGHLY EFFECTIVE**

PRINCIPAL'S COMPREHENSIVE EVALUATION RUBRIC CHECKLIST

Administrator _____

DATES and TIMES of OBSERVATIONS: _____

Domain 2 – School Culture and Instructional Program

An educational 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.

				DOMAIN 2				Multiple Measures			
4	3	2	1	School Culture and Instructional Program				Directly observed	Indirectly Observed	Artifact	Pre/Post Conference
Highly Effective	Effective	Developing	Ineffective								
				Nurtures and sustains a culture of collaboration, trust, learning and high expectations							
				Creates a comprehensive, rigorous and coherent instructional program							
				Creates a personalized and motivating learning environment for students							
				Supervises instruction							
				Develops assessment and accountability systems to monitor students' progress							
				Develops the instructional and leadership capacity of the staff							
				Maximizes time spent on quality instruction							
				Promotes the use of most effective technologies to support teaching and learning							
				Monitors and evaluates the impact of the instructional program							
				Assists the superintendent in the selection and hiring of staff							
				Regularly communicates with students through announcements, assemblies, student council and other forums							
				Totals							

Items for improvement/comments:

AVERAGE OF RATINGS: _____ **DOMAIN 2 OVERALL RATING** _____

- 1-1.49 INEFFECTIVE**
- 1.5-2.49 DEVELOPING**
- 2.5-3.49 EFFECTIVE**
- 3.5-4.0 HIGHLY EFFECTIVE**

PRINCIPAL’S COMPREHENSIVE EVALUATION RUBRIC CHECKLIST

Administrator _____

DATES and TIMES of OBSERVATIONS: _____

Domain 3 – Safe, Efficient, Effective Learning Environment

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

4	3	2	1	DOMAIN 3	Multiple Measures							
					Highly Effective	Effective	Developing	Ineffective	Directly observed	Indirectly Observed	Artifact	Pre/Post Conference
				Safe, Efficient, Effective Learning Environment								
				Monitors and evaluates the management and operational systems								
				Obtains, allocates, aligns and efficiently utilizes human, fiscal and technological resources								
				Promotes and protects the welfare and safety of students and staff								
				Develops the capacity for distributed leadership								
				Ensures teacher and organizational time is focused to support quality instruction and student learning								
				Inspects his building and grounds to recommend repairs and works with staff to maintain and improve safety on a continual basis								
				Works with transportation provider to maintain bus discipline and ensure safety								
				Is visible throughout the school and accessible to students and staff								
				Evaluates the effectiveness of each staff member based on the District’s evaluation program and recommends continuation or dismissal								
				Works with the cafeteria staff to maintain discipline and ensure safety and nutrition								
				Totals								

Items for improvement/comments:

AVERAGE OF RATINGS: _____ **DOMAIN 3 OVERALL RATING** _____

- 1-1.49 INEFFECTIVE**
- 1.5-2.49 DEVELOPING**
- 2.5-3.49 EFFECTIVE**
- 3.5-4.0 HIGHLY EFFECTIVE**

PRINCIPAL’S COMPREHENSIVE EVALUATION RUBRIC CHECKLIST

Administrator _____

DATES and TIMES of OBSERVATIONS: _____

Domain 4 – Community

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

4	3	2	1	DOMAIN 4	Multiple Measures			
				Community	Directly observed	Indirectly Observed	Artifact	Pre/Post Conference
				Collects and analyzes data and information pertinent to the educational environment				
				Promotes understanding, appreciation and use of the community’s diverse cultural, social and intellectual resources				
				Builds and sustains positive relationships with families and caregivers				
				Builds and sustains productive relationships with community partners				
				Recognizes and promotes the achievement of students and staff				
				Coordinates all formal correspondence to parents				
				Encourages community participation in the school				
				Recommends appropriate in District and out of District placements for students				
				Assists and admits transfer students and their families				
				Totals				

Items for improvement/comments:

AVERAGE OF RATINGS: _____ **DOMAIN 4 OVERALL RATING** _____

- 1-1.49 INEFFECTIVE**
- 1.5-2.49 DEVELOPING**
- 2.5-3.49 EFFECTIVE**
- 3.5-4.0 HIGHLY EFFECTIVE**

PRINCIPAL’S COMPREHENSIVE EVALUATION RUBRIC CHECKLIST

Administrator _____

DATES and TIMES of OBSERVATIONS: _____

Domain 5 – Integrity, Fairness and Ethics

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

4	3	2	1	DOMAIN 5 Integrity, Fairness and Ethics	Multiple Measures			
					Directly observed	Indirectly Observed	Artifact	Pre/Post Conference
				Ensures a system of accountability for every student’s academic and social success				
				Models principles of self-awareness, reflective practice, transparency and ethical behavior				
				Safeguards the values of democracy, equity and diversity				
				Considers and evaluates the potential moral and legal consequences of decision making				
				Promotes social justice and ensures that individual student needs inform all aspects of schooling				
				Ensures a system of accountability for staff members’ professional success				
				Assists staff members in better understanding their strengths and in overcoming their weaknesses to improve their effectiveness				
				Administers fair and consistent disciplinary actions to students and staff				
				Totals				

Items for improvement/comments:

AVERAGE OF RATINGS: _____ **DOMAIN 5 OVERALL RATING** _____

- 1-1.49 INEFFECTIVE**
- 1.5-2.49 DEVELOPING**
- 2.5-3.49 EFFECTIVE**
- 3.5-4.0 HIGHLY EFFECTIVE**

PRINCIPAL’S COMPREHENSIVE EVALUATION RUBRIC CHECKLIST

Administrator _____

DATES and TIMES of OBSERVATIONS: _____

Domain 6 – Political, Social, Economic, Legal and Cultural Context

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

4 Highly Effective	3 Effective	2 Developing	1 Ineffective	DOMAIN 6				Multiple Measures			
				Political, Social, Economic, Legal and Cultural Context				Directly observed	Indirectly Observed	Artifact	Pre/Post Conference
				Advocates for children, families and caregivers							
				Acts to influence local, district, state and national decisions affecting student learning							
				Assesses, analyzes and anticipates emerging trends and initiatives in order to adapt leadership strategies							
				Submits a timely, accurate and fiscally responsible building level budget							
				Attends, reports at and contributes to school board meetings							
				Attends workshops on legal issues and meets and/or corresponds with school attorneys							
				Attends and/or chaperones extra-curricular and community activities							
				Reviews staff and student handbooks and school policies and recommends changes as necessary							
				Follows educational law and statute, board policies and school codes							
				Oversees the administration and scoring of mandated school and state assessments							
				Totals							

Items for improvement/comments:

AVERAGE OF RATINGS: _____ **DOMAIN 6 OVERALL RATING** _____

- 1-1.49 INEFFECTIVE**
- 1.5-2.49 DEVELOPING**
- 2.5-3.49 EFFECTIVE**
- 3.5-4.0 HIGHLY EFFECTIVE**

Fredonia Central School District

Principal's Leadership and Management

Overall Assessment Summary (60 pts.):

Points Earned:

TOTAL (0-60): _____

60% "Other Measures" Performance Levels and Score Scale (subject to negotiated revision should NYSED ranges change)	
<u>Point Ranges</u>	<u>Performance Level</u>
59-60	Highly Effective
57-58	Effective
55-56	Developing
0-54	Ineffective

Total Leadership/Mgt. Rating:

_____ Highly Effective

_____ Effective

_____ Developing

_____ Ineffective

Comments:

SECTION V: IMPROVEMENT PLAN

**Fredonia Central School District
Principal Improvement Plan Process**

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than September 1st. The superintendent or designee, in conjunction with the principal, must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year to assess progress. These meetings shall occur at least twice during the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within 10 business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Deficiency that promulgated the “ineffective” or “developing” performance rating:

Improvement Goal/Outcome:

Action Steps/Activities:

Timeline for completion:

Required and Accessible Resources, including identification of responsibility for provision:

Dates of formative evaluation on progress (lead evaluator and principal initial each date to confirm the meeting):

December:

March:

Other:

Evidence to be provided for Goal Achievement:

Assessment Summary: Superintendent is to attach a narrative summary of improvement progress, including verification of the provision of support and resources as outlined above no later than 10 days after the identified completion date. Such summary shall be signed by the superintendent and principal with the opportunity for the principal to attach comments.

Teacher Improvement Plan

Name:

Evaluator:

Assignment:

Period of Intervention:

1. Areas in which the teacher is in need of improvement:

2. Professional improvement activities and dates for completion:

3. Evidence that will be used to determine that professional improvement activities have been satisfactorily completed:

Signature of Teacher

Date

Signature of Evaluator

Date

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Paul J. D'Amico 11-13-12

Teachers Union President Signature: Date:

Roger L. Pacioni 11/13/12

Administrative Union President Signature: Date:

Andrew T. Gendron 11/13/12

Board of Education President Signature: Date: 11-13-12

Rosemary H. Joy