



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

Commissioner of Education  
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December 19, 2012

James Bodziak, Superintendent  
Frontier Central School District  
5120 Orchard Avenue  
Hamburg, NY 14075

Dear Superintendent Bodziak:

Congratulations. I am pleased to inform you that your multi-year (2012-2014) Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR. If any material changes are made to your approved APPR plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Donald Ogilvie

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 Tuesday, May 08, 2012

Updated Monday, November 19, 2012

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## 1

### Disclaimers

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

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

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 141604060000

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

*141604060000*

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

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

*FRONTIER CSD*

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

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

*(No response)*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

2012-2014

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

Created Tuesday, May 15, 2012

Updated Monday, December 17, 2012

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	FCSD developed K ELA assessment
1	District, regional, or BOCES-developed assessment	FCSD developed 1 ELA assessment
2	District, regional, or BOCES-developed assessment	FCSD developed 2 ELA assessment)

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in	The teacher in collaboration with the principal will meet established individual student growth targets. These
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>individualized student growth targets will be based on pre-assessment/baseline data achieved in the beginning of the school year. Based on the percentage of students who met or exceeded their individual student growth targets, a corresponding 0-20 HEDI score will be determined using the 20 point conversion chart. See uploaded chart at 2.11 for details.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>See uploaded chart at 2.11 for details.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>See uploaded chart at 2.11 for details.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>See uploaded chart at 2.11 for details.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>See uploaded chart at 2.11 for details.</p>

### 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	FCSD developed K Math assessment
1	District, regional, or BOCES-developed assessment	FCSD developed 1 Math assessment
2	District, regional, or BOCES-developed assessment	FCSD developed 2 Math assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The teacher in collaboration with the principal will meet established individual student growth targets. These individualized student growth targets will be based on pre-assessment/baseline data achieved in the beginning of the school year. Based on the percentage of students who met or exceeded their individual student growth targets, a corresponding 0-20 HEDI score will be determined using the 20 point conversion chart. See uploaded chart at 2.11 for details.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>See uploaded chart at 2.11 for details.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>See uploaded chart at 2.11 for details.</p>

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded chart at 2.11 for details.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded chart at 2.11 for details.

## 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	FCSD developed assessment in Grade 6 Science
7	District, regional or BOCES-developed assessment	FCSD developed assessment in Grade 7 Science
	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 teacher in collaboration with the principal will meet established individual student growth targets. These individualized student growth targets will be based on pre-assessment/baseline data achieved in the beginning of the school year. Based on the percentage of students who met or exceeded their individual student growth targets, a corresponding 0-20 HEDI score will be determined using the 20 point conversion chart. See uploaded chart at 2.11 for details.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See uploaded chart at 2.11 for details.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See uploaded chart at 2.11 for details.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See uploaded chart at 2.11 for details.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See uploaded chart at 2.11 for details.

## 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	FCSD developed assessment in Grade 6 Social Studies
7	District, regional or BOCES-developed assessment	FCSD developed assessment in Grade 7 Social Studies
8	District, regional or BOCES-developed assessment	FCSD developed assessment in Grade 8 Social Studies

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 teacher in collaboration with the principal will meet established individual student growth targets. These individualized student growth targets will be based on pre-assessment/baseline data achieved in the beginning of the school year. Based on the percentage of students who met or exceeded their individual student growth targets, a corresponding 0-20 HEDI score will be determined using the 20 point conversion chart. See uploaded chart at 2.11 for details.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded chart at 2.11 for details.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded chart at 2.11 for details.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded chart at 2.11 for details.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded chart at 2.11 for details.

## 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	FCSD developed Grade 9 Global 1 assessment

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

For High School Social Studies Regents Courses: describe the district-adopted expectations for the level of performance required for each HEDI rating category and the process for assigning points to teachers based on SLO results consistent with regulations and

assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for 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 teacher in collaboration with the principal will meet established individual student growth targets. These individualized student growth targets will be based on pre-assessment/baseline data achieved in the beginning of the school year. Based on the percentage of students who met or exceeded their individual student growth targets, a corresponding 0-20 HEDI score will be determined using the 20 point conversion chart. See uploaded chart at 2.11 for details.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded chart at 2.11 for details.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded chart at 2.11 for details.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded chart at 2.11 for details.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded chart at 2.11 for details.

## 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 teacher in collaboration with the principal will meet established individual student growth targets. These individualized student growth targets will be based on pre-assessment/baseline data achieved in the beginning of the school year. Based on the percentage of students who met or exceeded their individual student growth targets, a corresponding 0-20 HEDI score will be determined using the 20 point conversion chart. See uploaded chart at 2.11 for details.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded chart at 2.11 for details.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded chart at 2.11 for details.

Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded chart at 2.11 for details.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded chart at 2.11 for details.

## 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 teacher in collaboration with the principal will meet established individual student growth targets. These individualized student growth targets will be based on pre-assessment/baseline data achieved in the beginning of the school year. Based on the percentage of students who met or exceeded their individual student growth targets, a corresponding 0-20 HEDI score will be determined using the 20 point conversion chart. See uploaded chart at 2.11 for details.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded chart at 2.11 for details.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded chart at 2.11 for details.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded chart at 2.11 for details.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded chart at 2.11 for details.

## 2.9) High School English Language Arts

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

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

High School English Courses	Assessment
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Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The teacher in collaboration with the principal will meet established individual student growth targets. These individualized student growth targets will be based on pre-assessment/baseline data achieved in the beginning of the school year. Based on the percentage of students who met or exceeded their individual student growth targets, a corresponding 0-20 HEDI score will be determined using the 20 point conversion chart. See uploaded chart at 2.11 for details.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See uploaded chart at 2.11 for details.
Effective (9 - 17 points) Results meet District goals for similar students.	See uploaded chart at 2.11 for details.
Developing (3 - 8 points) Results are below District goals for similar students.	See uploaded chart at 2.11 for details.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See uploaded chart at 2.11 for details.

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/5364/130022-TXEttx9bQW/2327672-2.11 20 Point Growth conversion.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.

*None*

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

### 3. Local Measures (Teachers)

Created Tuesday, May 15, 2012

Updated Monday, December 17, 2012

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS ELA and Math Grades 3,4, and 5 assessments
5	6(ii) School wide measure computed locally	NYS ELA and Math Grades 3,4, and 5 assessments

6	6(ii) School wide measure computed locally	NYS ELA Grades 6,7 8, Math Grades 6, 7 8 Science Grade 8 assessments
7	6(ii) School wide measure computed locally	NYS ELA Grades 6,7 8, Math Grades 6, 7 8 Science Grade 8 assessments
8	6(ii) School wide measure computed locally	NYS ELA Grades 6,7 8, Math Grades 6, 7 8 Science Grade 8 assessments

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.

A. This score will be determined using a Mean Performance Index (MPI). The following are the methods for calculating the MPI, by building:

1. High School: PI's on the following exams will be added together and divided by 5 (Regents-level ELA, Algebra I, US History, Living Environment, and Comprehensive Spanish).

2. Middle School: (Average PI for 6th, 7th, and 8th grade NYS Math assessment) + (average PI 6th, 7th, and 8th grade NYS ELA assessment) + (PI of 8th grade Science assessment) divide the total PI by 3.

3. Elementary Level: (Average PI for 3rd, 4th, and 5th grade NYS Math assessment) + (average PI 3rd, 4th, and 5th grade NYS ELA assessment) + (PI of 4th grade Science assessment) divide the total PI by 3. This will be calculated separately for each building.

B. These calculations will be completed by administration, and HEDI scores will be delivered to each faculty member by the last day of teacher attendance each year, on an individual basis.

C. The PI will be calculated in a similar manner as described in the New York State Report Card District Accountability and Overview Report:  $100 \times (\text{Count of students performing at Levels 2, 3, and 4} + \text{the count at Levels 3 and 4})$  divided by the Count of all Students Enrolled in the Course on BEDS Day.

D. In the instance where a faculty member teaches in more than one building, the building of record will be used for scoring the Local 20.

E. There will be no further action needed on the part of any faculty member to prove or defend their score.

F. As described by New York State in the District Accountability and Overview Report, "A Performance Index (PI) is a value from 0 to 200" ... "indicating how that group performed on a required State Test. Student scores on the test are converted to four performance levels, from Level 1 to Level 4". In this calculation, the percentage of students Level 3 and Level 4 are counted twice, the students in Level 2 are counted once, and students in Level 1 are not counted. Therefore, if all students achieved a Level 3 or Level 4, the PI would be the

maximum score out of 200. The Performance Index (PI) calculation will utilize the overall district-wide percentage of all students enrolled in that course as of BEDS day (including general education, SWD, ELL Economically Disadvantaged, Minority Students and any other sub-groups).

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

See uploaded document in 3.3 below

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

See uploaded document in 3.3 below

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

See uploaded document in 3.3 below

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

See uploaded document in 3.3 below

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	NYS ELA and Math Grades 3,4, and 5 assessments
5	6(ii) School wide measure computed locally	NYS ELA and Math Grades 3,4, and 5 assessments
6	6(ii) School wide measure computed locally	NYS ELA Grades 6,7 8, Math Grades 6, 7 8 Science Grade 8 assessments
7	6(ii) School wide measure computed locally	NYS ELA Grades 6,7 8, Math Grades 6, 7 8 Science Grade 8 assessments
8	6(ii) School wide measure computed locally	NYS ELA Grades 6,7 8, Math Grades 6, 7 8 Science Grade 8 assessments

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.

A. This score will be determined using a Mean Performance Index (MPI). The following are the methods for calculating the MPI, by building:  
 1. High School: PI's on the following exams will be added together and divided by 5 (Regents-level ELA, Algebra I, US History, Living Environment, and Comprehensive

Spanish).

2. Middle School: (Average PI for 6th, 7th, and 8th grade NYS Math assessment) + (average PI 6th, 7th, and 8th grade NYS ELA assessment) + (PI of 8th grade Science assessment) divide the total PI by 3.

3. Elementary Level: (Average PI for 3rd, 4th, and 5th grade NYS Math assessment) + (average PI 3rd, 4th, and 5th grade NYS ELA assessment) + (PI of 4th grade Science assessment) divide the total PI by 3. This will be calculated separately for each building.

B. These calculations will be completed by administration, and HEDI scores will be delivered to each faculty member by the last day of teacher attendance each year, on an individual basis.

C. The PI will be calculated in a similar manner as described in the New York State Report Card District Accountability and Overview Report:  $100 \times (\text{Count of students performing at Levels 2, 3, and 4} + \text{the count at Levels 3 and 4}) \div \text{Count of all Students Enrolled in the Course on BEDS Day}$ .

D. In the instance where a faculty member teaches in more than one building, the building of record will be used for scoring the Local 20.

E. There will be no further action needed on the part of any faculty member to prove or defend their score.

F. As described by New York State in the District Accountability and Overview Report, "A Performance Index (PI) is a value from 0 to 200" ... "indicating how that group performed on a required State Test. Student scores on the test are converted to four performance levels, from Level 1 to Level 4". In this calculation, the percentage of students Level 3 and Level 4 are counted twice, the students in Level 2 are counted once, and students in Level 1 are not counted. Therefore, if all students achieved a Level 3 or Level 4, the PI would be the maximum score out of 200. The Performance Index (PI) calculation will utilize the overall district-wide percentage of all students enrolled in that course as of BEDS day (including general education, SWD, ELL Economically Disadvantaged, Minority Students and any other sub-groups).

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

See uploaded document in 3.3 below

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

See uploaded document in 3.3 below

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

See uploaded document in 3.3 below

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

See uploaded document in 3.3 below

### 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/5139/130026-rhJdBgDruP/2328042-Handout LOCAL 20\_121712\_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	6(ii) School-wide measure computed locally	NYS ELA and Math Grades 3,4, and 5 assessments
1	6(ii) School-wide measure computed locally	NYS ELA and Math Grades 3,4, and 5 assessments
2	6(ii) School-wide measure computed locally	NYS ELA and Math Grades 3,4, and 5 assessments
3	6(ii) School-wide measure computed locally	NYS ELA and Math Grades 3,4, and 5 assessments

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.

A. This score will be determined using a Mean Performance Index (MPI). The following are the methods for calculating the MPI, by building:

1. High School: PI's on the following exams will be added together and divided by 5 (Regents-level ELA, Algebra I, US History, Living Environment, and Comprehensive Spanish).
2. Middle School: (Average PI for 6th, 7th, and 8th grade NYS Math assessment) + (average PI 6th, 7th, and 8th grade NYS ELA assessment) + (PI of 8th grade Science assessment) divide the total PI by 3.
3. Elementary Level: (Average PI for 3rd, 4th, and 5th grade NYS Math assessment) + (average PI 3rd, 4th, and 5th grade NYS ELA assessment) + (PI of 4th grade Science assessment) divide the total PI by 3. This will be calculated separately for each building.

B. These calculations will be completed by administration, and HEDI scores will be delivered to each faculty member by the last day of teacher attendance each year, on an individual basis.

C. The PI will be calculated in a similar manner as

described in the New York State Report Card District Accountability and Overview Report:  $100 \times (\text{Count of students performing at Levels 2, 3, and 4} + \text{the count at Levels 3 and 4}) \div \text{Count of all Students Enrolled in the Course on BEDS Day}$ .

D. In the instance where a faculty member teaches in more than one building, the building of record will be used for scoring the Local 20.

E. There will be no further action needed on the part of any faculty member to prove or defend their score.

F. As described by New York State in the District Accountability and Overview Report, "A Performance Index (PI) is a value from 0 to 200" ... "indicating how that group performed on a required State Test. Student scores on the test are converted to four performance levels, from Level 1 to Level 4". In this calculation, the percentage of students Level 3 and Level 4 are counted twice, the students in Level 2 are counted once, and students in Level 1 are not counted. Therefore, if all students achieved a Level 3 or Level 4, the PI would be the maximum score out of 200. The Performance Index (PI) calculation will utilize the overall district-wide percentage of all students enrolled in that course as of BEDS day (including general education, SWD, ELL Economically Disadvantaged, Minority Students and any other sub-groups).

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

See uploaded document 3.13 below

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

See uploaded document 3.13 below

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

See uploaded document 3.13 below

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

See uploaded document 3.13 below

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	NYS ELA and Math Grades 3,4, and 5 assessments
1	6(ii) School-wide measure computed locally	NYS ELA and Math Grades 3,4, and 5 assessments
2	6(ii) School-wide measure computed locally	NYS ELA and Math Grades 3,4, and 5 assessments
3	6(ii) School-wide measure computed locally	NYS ELA and Math Grades 3,4, and 5 assessments

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

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

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

A. This score will be determined using a Mean Performance Index (MPI). The following are the methods for calculating the MPI, by building:

1. High School: PI's on the following exams will be added together and divided by 5 (Regents-level ELA, Algebra I, US History, Living Environment, and Comprehensive Spanish).
2. Middle School: (Average PI for 6th, 7th, and 8th grade NYS Math assessment) + (average PI 6th, 7th, and 8th grade NYS ELA assessment) + (PI of 8th grade Science assessment) divide the total PI by 3.
3. Elementary Level: (Average PI for 3rd, 4th, and 5th grade NYS Math assessment) + (average PI 3rd, 4th, and 5th grade NYS ELA assessment) + (PI of 4th grade Science assessment) divide the total PI by 3. This will be calculated separately for each building.

B. These calculations will be completed by administration, and HEDI scores will be delivered to each faculty member by the last day of teacher attendance each year, on an individual basis.

C. The PI will be calculated in a similar manner as described in the New York State Report Card District Accountability and Overview Report:  $100 \times (\text{Count of students performing at Levels 2, 3, and 4} + \text{the count at Levels 3 and 4})$  divided by the Count of all Students Enrolled in the Course on BEDS Day.

D. In the instance where a faculty member teaches in more than one building, the building of record will be used for scoring the Local 20.

E. There will be no further action needed on the part of any faculty member to prove or defend their score.

F. As described by New York State in the District Accountability and Overview Report, "A Performance Index (PI) is a value from 0 to 200" ... "indicating how that group performed on a required State Test. Student scores on the test are converted to four performance levels, from Level 1 to Level 4". In this calculation, the percentage of students Level 3 and Level 4 are counted twice, the students in Level 2 are counted once, and students in Level 1 are not counted. Therefore, if all students achieved a Level 3 or Level 4, the PI would be the maximum score out of 200. The Performance Index (PI) calculation will utilize the overall district-wide percentage of all students enrolled in that course as of BEDS day (including general education, SWD, ELL Economically Disadvantaged, Minority Students and any other sub-groups).

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

See uploaded document 3.13 below

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document 3.13 below
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document 3.13 below
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document 3.13 below

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS ELA Grades 6,7 8, Math Grades 6, 7 8 Science Grade 8 assessments
7	6(ii) School wide measure computed locally	NYS ELA Grades 6,7 8, Math Grades 6, 7 8 Science Grade 8 assessments
8	6(ii) School wide measure computed locally	NYS ELA Grades 6,7 8, Math Grades 6, 7 8 Science Grade 8 assessments

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.	<p>A. This score will be determined using a Mean Performance Index (MPI). The following are the methods for calculating the MPI, by building:</p> <ol style="list-style-type: none"> <li>1. High School: PI's on the following exams will be added together and divided by 5 (Regents-level ELA, Algebra I, US History, Living Environment, and Comprehensive Spanish).</li> <li>2. Middle School: (Average PI for 6th, 7th, and 8th grade NYS Math assessment) + (average PI 6th, 7th, and 8th grade NYS ELA assessment) + (PI of 8th grade Science assessment) divide the total PI by 3.</li> <li>3. Elementary Level: (Average PI for 3rd, 4th, and 5th grade NYS Math assessment) + (average PI 3rd, 4th, and 5th grade NYS ELA assessment) + (PI of 4th grade Science assessment) divide the total PI by 3. This will be calculated separately for each building.</li> </ol> <p>B. These calculations will be completed by administration, and HEDI scores will be delivered to each faculty member by the last day of teacher attendance each year, on an individual basis.</p> <p>C. The PI will be calculated in a similar manner as described in the New York State Report Card District Accountability and Overview Report: <math>100 \times (\text{Count of students performing at Levels 2, 3, and 4} + \text{the count at Levels 3 and 4}) \div \text{the Count of all Students Enrolled in the Course on BEDS Day}</math>.</p>
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D. In the instance where a faculty member teaches in more than one building, the building of record will be used for scoring the Local 20.  
 E. There will be no further action needed on the part of any faculty member to prove or defend their score.  
 F. As described by New York State in the District Accountability and Overview Report, “A Performance Index (PI) is a value from 0 to 200” ... “indicating how that group performed on a required State Test. Student scores on the test are converted to four performance levels, from Level 1 to Level 4”. In this calculation, the percentage of students Level 3 and Level 4 are counted twice, the students in Level 2 are counted once, and students in Level 1 are not counted. Therefore, if all students achieved a Level 3 or Level 4, the PI would be the maximum score out of 200. The Performance Index (PI) calculation will utilize the overall district-wide percentage of all students enrolled in that course as of BEDS day (including general education, SWD, ELL Economically Disadvantaged, Minority Students and any other sub-groups).

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

See uploaded document 3.13 below

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

See uploaded document 3.13 below

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

See uploaded document 3.13 below

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

See uploaded document 3.13 below

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	NYS ELA Grades 6,7 8, Math Grades 6, 7 8 Science Grade 8 assessments
7	6(ii) School wide measure computed locally	NYS ELA Grades 6,7 8, Math Grades 6, 7 8 Science Grade 8 assessments
8	6(ii) School wide measure computed locally	NYS ELA Grades 6,7 8, Math Grades 6, 7 8 Science Grade 8 assessments

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.

A. This score will be determined using a Mean Performance Index (MPI). The following are the methods for calculating the MPI, by building:

1. High School: PI's on the following exams will be added together and divided by 5 (Regents-level ELA, Algebra I, US History, Living Environment, and Comprehensive Spanish).
2. Middle School: (Average PI for 6th, 7th, and 8th grade NYS Math assessment) + (average PI 6th, 7th, and 8th grade NYS ELA assessment) + (PI of 8th grade Science assessment) divide the total PI by 3.
3. Elementary Level: (Average PI for 3rd, 4th, and 5th grade NYS Math assessment) + (average PI 3rd, 4th, and 5th grade NYS ELA assessment) + (PI of 4th grade Science assessment) divide the total PI by 3. This will be calculated separately for each building.

B. These calculations will be completed by administration, and HEDI scores will be delivered to each faculty member by the last day of teacher attendance each year, on an individual basis.

C. The PI will be calculated in a similar manner as described in the New York State Report Card District Accountability and Overview Report:  $100 \times (\text{Count of students performing at Levels 2, 3, and 4} + \text{the count at Levels 3 and 4})$  divided by the Count of all Students Enrolled in the Course on BEDS Day.

D. In the instance where a faculty member teaches in more than one building, the building of record will be used for scoring the Local 20.

E. There will be no further action needed on the part of any faculty member to prove or defend their score.

F. As described by New York State in the District Accountability and Overview Report, "A Performance Index (PI) is a value from 0 to 200" ... "indicating how that group performed on a required State Test. Student scores on the test are converted to four performance levels, from Level 1 to Level 4". In this calculation, the percentage of students Level 3 and Level 4 are counted twice, the students in Level 2 are counted once, and students in Level 1 are not counted. Therefore, if all students achieved a Level 3 or Level 4, the PI would be the maximum score out of 200. The Performance Index (PI) calculation will utilize the overall district-wide percentage of all students enrolled in that course as of BEDS day (including general education, SWD, ELL Economically Disadvantaged, Minority Students and any other sub-groups).

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

See uploaded document 3.13 below

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

See uploaded document 3.13 below

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

See uploaded document 3.13 below

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

See uploaded document 3.13 below

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	NYS Regents Exams in ELA, Algebra I, US History, Living Environment and the FCSD locally developed Comprehensive Spanish Exam
Global 2	6(ii) School wide measure computed locally	NYS Regents Exams in ELA, Algebra I, US History, Living Environment and the FCSD locally developed Comprehensive Spanish Exam
American History	6(ii) School wide measure computed locally	NYS Regents Exams in ELA, Algebra I, US History, Living Environment and the FCSD locally developed Comprehensive Spanish Exam

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

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

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

A. This score will be determined using a Mean Performance Index (MPI). The following are the methods for calculating the MPI, by building:

1. High School: PI's on the following exams will be added together and divided by 5 (Regents-level ELA, Algebra I, US History, Living Environment, and Comprehensive Spanish).
2. Middle School: (Average PI for 6th, 7th, and 8th grade NYS Math assessment) + (average PI 6th, 7th, and 8th grade NYS ELA assessment) + (PI of 8th grade Science assessment) divide the total PI by 3.
3. Elementary Level: (Average PI for 3rd, 4th, and 5th grade NYS Math assessment) + (average PI 3rd, 4th, and 5th grade NYS ELA assessment) + (PI of 4th grade Science assessment) divide the total PI by 3. This will be calculated separately for each building.

B. These calculations will be completed by administration, and HEDI scores will be delivered to each faculty member by the last day of teacher attendance each year, on an individual basis.

C. The PI will be calculated in a similar manner as

described in the New York State Report Card District Accountability and Overview Report:  $100 \times (\text{Count of students performing at Levels 2, 3, and 4} + \text{the count at Levels 3 and 4}) / \text{Count of all Students Enrolled in the Course on BEDS Day}$ .

D. In the instance where a faculty member teaches in more than one building, the building of record will be used for scoring the Local 20.

E. There will be no further action needed on the part of any faculty member to prove or defend their score.

F. As described by New York State in the District Accountability and Overview Report, "A Performance Index (PI) is a value from 0 to 200" ... "indicating how that group performed on a required State Test. Student scores on the test are converted to four performance levels, from Level 1 to Level 4". In this calculation, the percentage of students Level 3 and Level 4 are counted twice, the students in Level 2 are counted once, and students in Level 1 are not counted. Therefore, if all students achieved a Level 3 or Level 4, the PI would be the maximum score out of 200. The Performance Index (PI) calculation will utilize the overall district-wide percentage of all students enrolled in that course as of BEDS day (including general education, SWD, ELL Economically Disadvantaged, Minority Students and any other sub-groups).

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

See uploaded document 3.13below

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

See uploaded document 3.13 below

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

See uploaded document 3.13 below

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

See uploaded document 3.13 below

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	NYS Regents Exams in ELA, Algebra I, US History, Living Environment and the FCSD locally developed Comprehensive Spanish Exam
Earth Science	6(ii) School wide measure computed locally	NYS Regents Exams in ELA, Algebra I, US History, Living Environment and the FCSD locally developed Comprehensive Spanish Exam

Chemistry	6(ii) School wide measure computed locally	NYS Regents Exams in ELA, Algebra I, US History, Living Environment and the FCSD locally developed Comprehensive Spanish Exam
Physics	6(ii) School wide measure computed locally	NYS Regents Exams in ELA, Algebra I, US History, Living Environment and the FCSD locally developed Comprehensive Spanish Exam

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

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

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

A. This score will be determined using a Mean Performance Index (MPI). The following are the methods for calculating the MPI, by building:

1. High School: PI's on the following exams will be added together and divided by 5 (Regents-level ELA, Algebra I, US History, Living Environment, and Comprehensive Spanish).

2. Middle School: (Average PI for 6th, 7th, and 8th grade NYS Math assessment) + (average PI 6th, 7th, and 8th grade NYS ELA assessment) + (PI of 8th grade Science assessment) divide the total PI by 3.

3. Elementary Level: (Average PI for 3rd, 4th, and 5th grade NYS Math assessment) + (average PI 3rd, 4th, and 5th grade NYS ELA assessment) + (PI of 4th grade Science assessment) divide the total PI by 3. This will be calculated separately for each building.

B. These calculations will be completed by administration, and HEDI scores will be delivered to each faculty member by the last day of teacher attendance each year, on an individual basis.

C. The PI will be calculated in a similar manner as described in the New York State Report Card District Accountability and Overview Report:  $100 \times (\text{Count of students performing at Levels 2, 3, and 4} + \text{the count at Levels 3 and 4})$  divided by the Count of all Students Enrolled in the Course on BEDS Day.

D. In the instance where a faculty member teaches in more than one building, the building of record will be used for scoring the Local 20.

E. There will be no further action needed on the part of any faculty member to prove or defend their score.

F. As described by New York State in the District Accountability and Overview Report, "A Performance Index (PI) is a value from 0 to 200" ... "indicating how that group performed on a required State Test. Student scores on the test are converted to four performance levels, from Level 1 to Level 4". In this calculation, the percentage of students Level 3 and Level 4 are counted twice, the students in Level 2 are counted once, and students in Level 1 are not counted. Therefore, if all students achieved a Level 3 or Level 4, the PI would be the maximum score out of 200. The Performance Index (PI)

calculation will utilize the overall district-wide percentage of all students enrolled in that course as of BEDS day (including general education, SWD, ELL Economically Disadvantaged, Minority Students and any other sub-groups).

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

See uploaded document 3.13 below

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

See uploaded document 3.13 below

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

See uploaded document 3.13 below

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

See uploaded document 3.13 below

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	NYS Regents Exams in ELA, Algebra I, US History, Living Environment and the FCSD locally developed Comprehensive Spanish Exam
Geometry	6(ii) School wide measure computed locally	NYS Regents Exams in ELA, Algebra I, US History, Living Environment and the FCSD locally developed Comprehensive Spanish Exam
Algebra 2	6(ii) School wide measure computed locally	NYS Regents Exams in ELA, Algebra I, US History, Living Environment and the FCSD locally developed Comprehensive Spanish Exam

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

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

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

A. This score will be determined using a Mean Performance Index (MPI). The following are the methods for calculating the MPI, by building:  
 1. High School: PI's on the following exams will be added together and divided by 5 (Regents-level ELA, Algebra I,

US History, Living Environment, and Comprehensive Spanish).

2. Middle School: (Average PI for 6th, 7th, and 8th grade NYS Math assessment) + (average PI 6th, 7th, and 8th grade NYS ELA assessment) + (PI of 8th grade Science assessment) divide the total PI by 3.

3. Elementary Level: (Average PI for 3rd, 4th, and 5th grade NYS Math assessment) + (average PI 3rd, 4th, and 5th grade NYS ELA assessment) + (PI of 4th grade Science assessment) divide the total PI by 3. This will be calculated separately for each building.

B. These calculations will be completed by administration, and HEDI scores will be delivered to each faculty member by the last day of teacher attendance each year, on an individual basis.

C. The PI will be calculated in a similar manner as described in the New York State Report Card District Accountability and Overview Report:  $100 \times (\text{Count of students performing at Levels 2, 3, and 4} + \text{the count at Levels 3 and 4}) \div \text{Count of all Students Enrolled in the Course on BEDS Day}$ .

D. In the instance where a faculty member teaches in more than one building, the building of record will be used for scoring the Local 20.

E. There will be no further action needed on the part of any faculty member to prove or defend their score.

F. As described by New York State in the District Accountability and Overview Report, "A Performance Index (PI) is a value from 0 to 200" ... "indicating how that group performed on a required State Test. Student scores on the test are converted to four performance levels, from Level 1 to Level 4". In this calculation, the percentage of students Level 3 and Level 4 are counted twice, the students in Level 2 are counted once, and students in Level 1 are not counted. Therefore, if all students achieved a Level 3 or Level 4, the PI would be the maximum score out of 200. The Performance Index (PI) calculation will utilize the overall district-wide percentage of all students enrolled in that course as of BEDS day (including general education, SWD, ELL Economically Disadvantaged, Minority Students and any other sub-groups).

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

See uploaded document 3.13 below

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

See uploaded document 3.13 below

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

See uploaded document 3.13 below

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

See uploaded document 3.13 below

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	NYS Regents Exams in ELA, Algebra I, US History, Living Environment and the FCSD locally developed Comprehensive Spanish Exam
Grade 10 ELA	6(ii) School wide measure computed locally	NYS Regents Exams in ELA, Algebra I, US History, Living Environment and the FCSD locally developed Comprehensive Spanish Exam
Grade 11 ELA	6(ii) School wide measure computed locally	NYS Regents Exams in ELA, Algebra I, US History, Living Environment and the FCSD locally developed Comprehensive Spanish Exam

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

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

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

A. This score will be determined using a Mean Performance Index (MPI). The following are the methods for calculating the MPI, by building:

1. High School: PI's on the following exams will be added together and divided by 5 (Regents-level ELA, Algebra I, US History, Living Environment, and Comprehensive Spanish).
2. Middle School: (Average PI for 6th, 7th, and 8th grade NYS Math assessment) + (average PI 6th, 7th, and 8th grade NYS ELA assessment) + (PI of 8th grade Science assessment) divide the total PI by 3.
3. Elementary Level: (Average PI for 3rd, 4th, and 5th grade NYS Math assessment) + (average PI 3rd, 4th, and 5th grade NYS ELA assessment) + (PI of 4th grade Science assessment) divide the total PI by 3. This will be calculated separately for each building.

B. These calculations will be completed by administration, and HEDI scores will be delivered to each faculty member by the last day of teacher attendance each year, on an individual basis.

C. The PI will be calculated in a similar manner as described in the New York State Report Card District Accountability and Overview Report:  $100 \times (\text{Count of students performing at Levels 2, 3, and 4} + \text{the count at Levels 3 and 4}) \div \text{Count of all Students Enrolled in the Course on BEDS Day}$ .

D. In the instance where a faculty member teaches in more than one building, the building of record will be used for scoring the Local 20.



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

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

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

A. This score will be determined using a Mean Performance Index (MPI). The following are the methods for calculating the MPI, by building:

1. High School: PI's on the following exams will be added together and divided by 5 (Regents-level ELA, Algebra I, US History, Living Environment, and Comprehensive Spanish).
2. Middle School: (Average PI for 6th, 7th, and 8th grade NYS Math assessment) + (average PI 6th, 7th, and 8th grade NYS ELA assessment) + (PI of 8th grade Science assessment) divide the total PI by 3.
3. Elementary Level: (Average PI for 3rd, 4th, and 5th grade NYS Math assessment) + (average PI 3rd, 4th, and 5th grade NYS ELA assessment) + (PI of 4th grade Science assessment) divide the total PI by 3. This will be calculated separately for each building.

B. These calculations will be completed by administration, and HEDI scores will be delivered to each faculty member by the last day of teacher attendance each year, on an individual basis.

C. The PI will be calculated in a similar manner as described in the New York State Report Card District Accountability and Overview Report:  $100 \times (\text{Count of students performing at Levels 2, 3, and 4} + \text{the count at Levels 3 and 4}) \div \text{Count of all Students Enrolled in the Course on BEDS Day}$ .

D. In the instance where a faculty member teaches in more than one building, the building of record will be used for scoring the Local 20.

E. There will be no further action needed on the part of any faculty member to prove or defend their score.

F. As described by New York State in the District Accountability and Overview Report, "A Performance Index (PI) is a value from 0 to 200" ... "indicating how that group performed on a required State Test. Student scores on the test are converted to four performance levels, from Level 1 to Level 4". In this calculation, the percentage of students Level 3 and Level 4 are counted twice, the students in Level 2 are counted once, and students in Level 1 are not counted. Therefore, if all students achieved a Level 3 or Level 4, the PI would be the maximum score out of 200. The Performance Index (PI) calculation will utilize the overall district-wide percentage of all students enrolled in that course as of BEDS day (including general education, SWD, ELL Economically Disadvantaged, Minority Students and any other sub-groups).

Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See uploaded document 3.13 below
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document 3.13 below
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document 3.13 below
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See uploaded document 3.13 below

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/5139/130026-y92vNseFa4/2328042-Handout LOCAL 20\_121712\_1.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.

*None*

### 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.

*None*

### 3.16) Assurances

Please check all of the boxes below:

3.16) Assurances   Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances   Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked

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

## 4. Other Measures of Effectiveness (Teachers)

Created Friday, June 01, 2012

Updated Tuesday, December 18, 2012

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching (2011 Revised Edition)*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

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

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

(No response)

### 4.3) Survey Tools (if applicable)

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

(No response)

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

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

### 4.4) Assurances

Please check all of the boxes below:

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

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

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

*Other Measures of Teacher Effectiveness (OTHER 60)*

*A. This score will be generated using the Teacher APPR 60% Conversion Form Appendix A).*

*a. There are three components to the OTHER 60: Formal Observation, Walk-through Observation, and Summative Reflection. Procedures for all are outlined below.*

*B. Formal Observation:*

*a. Each teacher will be formally observed one time annually. The formal observation shall be conducted in person by the principal or other trained current FCSD Administrator.*

*b. This formal observation is approximately forty minutes and incorporates Charlotte Danielson's Revised 2011 Rubric for Domains 1,*

2, and 3.

- c. The administrator and faculty member will find a mutually agreeable time for the formal observation to take place.
- d. One week prior to the Formal Observation date, the teacher will hand in a lesson plan for the class that is scheduled to be observed. If there is a need/desire to meet on the part of either party, a meeting will be scheduled to discuss the goals for the lesson to be observed.
- e. The Teacher Formal Observation Rubric (Appendix B) will be completed by the administrator based on the observed lesson, clearly noting the score for each category based on what was observed in the lesson. Items not observed do not receive a score.
- f. If the overall score of the Formal Observation is less than 2.5, then a teacher may choose to reschedule the Formal Observation (one time). Both scores will be recorded on the Teacher APPR 60% Conversion Form (Appendix A).
- g. A Post-observation meeting will be held, where the administrator will review Appendix B and the teacher will have time to comment.
- h. Untenured teachers will be required to have two formal observations.
- i. Below you will find the HEDI scale from Appendix A:

*Overall score Level (HEDI) Point Distribution*

- 1-1.4 9 Ineffective 0-49
- 1.5-2.49 Developing 50-56
- 2.5-3.49 Effective 57-58
- 3.5-4 Highly Effective 59-60

*C. Walkthrough Observation:*

- a. Each teacher will be observed walk-through observation one time each year (Appendix C).
- b. Each faculty member will receive notification with a two-week window of time when the Walk-Through Observation will be conducted. If the Walk-Through does not take place during that window, the administrator must include that faculty member in the round immediately following the missed Walk-Through.
- c. The Walk-Through Observation will be a minimum of 10 but not more than 15 minutes and will be conducted by a trained FCSD Administrator.
- d. The observation will be based on the Danielson's Four Domains, scored holistically.
- e. Items not scored on Appendix C do not indicate missing elements, and may have been present in the unobserved portion of the lesson.
- f. If the score of the Walk-Through Observation is 2.5 or below, a conference is required. If the score is 3.0 or below, a conference can be requested by either party, to be held within five business days of the Walk-Through. The teacher and the evaluator will reflect on the Walk-Through and both will discuss the evidence that supports or refutes the final score.

*D. Summative Reflection:*

- a. Each teacher will complete a Summative Reflection Form that demonstrates effectiveness on Domain 4 of the Charlotte Danielson Rubric.
- b. Completion of the form and compliance with reasonable administration requests to review evidence will result in a score of 4's for each category, providing there is no measurable deficiency. In order for scores less than 4 to be given for a category, deficiency must be documented through Domain 4 of the Danielson Rubric.
- c. Each teacher will check off all applicable information and add comments when necessary. It is understood that direct evidence need not be attached to the reflection, but should be available for review or discussion, as the administrator deems necessary.
- d. Teachers will hand in their Summative reflection form between May 1st and May 10th.
- e. After receiving the Summative Reflection the administrator will fill out the rubric and give a copy to the teacher within a three-week period.

*E. Receipt of APPR Score*

- a. Teachers will receive their district-generated score at a meeting with an administrator before the last day of teacher attendance each year.

*See Conversion Chart uploaded below.*

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/5091/137913-eka9yMJ855/60 pt conversion121812.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.

<p>Highly Effective: Overall performance and results exceed NYS Teaching Standards.</p>	<p>Each sub-component of the Danielson's first three Domains will be given a rating between 1-4 based on the evaluator's walk-throughs and formal observation. The sub-components of Domain 4 will be assigned ratings based on the structured review at the end of the year. These sub-component scores will be averaged in order to arrive at an overall average for each Domain. The averages for all four Domains will then be averaged again to find a final overall average on a 1-4 range. See uploaded conversion chart above for conversion from average score to HEDI score.</p>
<p>Effective: Overall performance and results meet NYS Teaching Standards.</p>	<p>Each sub-component of the Danielson's first three Domains will be given a rating between 1-4 based on the evaluator's walk-throughs and formal observation. The sub-components of Domain 4 will be assigned ratings based on the structured review at the end of the year. These sub-component scores will be averaged in order to arrive at an overall average for each Domain. The averages for all four Domains will then be averaged again to find a final overall average on a 1-4 range. See uploaded conversion chart above for conversion from average score to HEDI score.</p>
<p>Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.</p>	<p>Each sub-component of the Danielson's first three Domains will be given a rating between 1-4 based on the evaluator's walk-throughs and formal observation. The sub-components of Domain 4 will be assigned ratings based on the structured review at the end of the year. These sub-component scores will be averaged in order to arrive at an overall average for each Domain. The averages for all four Domains will then be averaged again to find a final overall average on a 1-4 range. See uploaded conversion chart above for conversion from average score to HEDI score.</p>
<p>Ineffective: Overall performance and results do not meet NYS Teaching Standards.</p>	<p>Each sub-component of the Danielson's first three Domains will be given a rating between 1-4 based on the evaluator's walk-throughs and formal observation. The sub-components of Domain 4 will be assigned ratings based on the structured review at the end of the year. These sub-component scores will be averaged in order to arrive at an overall average for each Domain. The averages for all four Domains will then be averaged again to find a final overall average on a 1-4 range. See uploaded conversion chart above for conversion from average score to HEDI score.</p>

Provide the ranges for the 60-point scoring bands.

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

## 4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers   Formal/Long	2
4.6) Observations of Probationary Teachers   Informal/Short	1
4.6) Observations of Probationary Teachers   Enter Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
- 

## 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- 
- In Person
- 

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

- 
- In Person
-

# 5. Composite Scoring (Teachers)

Created Monday, June 04, 2012

Updated Thursday, June 28, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed NYS Teaching Standards.

#### **Effective**

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

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

Overall performance and results meet NYS Teaching Standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**22-25**

**14-15**

**Ranges determined locally--see above**

**91-100**

**Effective**

**10-21**

**8-13**

**75-90**

**Developing**

**3-9**

**3-7**

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 6. Additional Requirements - Teachers

Created Friday, June 01, 2012

Updated Monday, December 17, 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/5265/137869-Df0w3Xx5v6/2434413-TIP Form\\_1\\_1.pdf](assets/survey-uploads/5265/137869-Df0w3Xx5v6/2434413-TIP Form_1_1.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:

#### *IX. THE APPEALS PROCESS*

*In the event that a teacher wishes to challenge his/her performance review and/or improvement plan (TIP) under the new APPR system, the District has developed an appeals procedure. This appeals procedure does not diminish the authority of the School Board to terminate probationary teachers during their probationary term, except for on the basis of performance upon which the appeal is premised.*

*While the APPR shall be a “significant factor” in tenure and other employment decisions, nothing herein requires an appeal be exhausted before a tenure determination can be made. In addition, appeal procedures shall not cause a teacher to acquire tenure by estoppel (failure to follow established procedures) when an evaluation appeal is pending.*

*In accordance with the law, for purposes of disciplinary proceedings under Education Law 3020-a, a “pattern” of ineffective teaching or performance shall be defined as two consecutive annual ineffective ratings received by a teacher through APPR process.*

#### *A. Appeal Procedures*

- 1. Section 3012-c of the Education Law establishes a comprehensive annual evaluation system for classroom teachers, as well as the issuance and implementation of improvement plans for teachers whose performance is assessed as either developing or ineffective.*
- 2. To the extent that a teacher wishes to challenge a performance review and/or improvement plan under the new evaluation system, the law requires the establishment of an appeals procedures.*
- 3. This appeal procedure addresses a teacher’s due process rights while ensuring that appeals are resolved in an expeditious manner.*
- 4. In order to implement the requirements of N.Y. Education Law 3012-c, and notwithstanding any other current bargaining obligation or agreement, the District and the Association hereby agree as follows:*

#### *B. APPEALS OF INEFFECTIVE AND DEVELOPING RATINGS ONLY*

- 1. Appeals of annual professional performance reviews will be limited to those that rate a teacher as ineffective or developing. However, before an annual APPR evaluation is final, regardless of the rating, the teacher will receive a copy of the evaluation that is based on the local 60% of multiple measures of teacher practices no later than June 10. A teacher may request a meeting with the principal within 5 days of receiving the evaluation to discuss the substance of the evaluation provide feedback, and obtain additional detail.*

#### *C. WHAT MAY BE CHALLENGED IN AN APPEAL*

- 1. Appeal procedures will limit the scope of appeals under Education Law 3012-c to the following subjects:*
  - a) the substance of the evaluation*
  - b) the school district’s adherence to the standards and methodologies required for such reviews pursuant to Education Law 3012-c*
  - c) the adherence to the Commissioner’s regulations, as applicable to such reviews*
  - d) compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans*
  - e) the school district’s issuance and/or implementation of the terms of a teacher improvement plan under Education Law 3012-c*

#### *D. PROHIBITION AGAINST MORE THAN ONE APPEAL*

- 1. A teacher may not file multiple appeals regarding the same performance review or improvement plan. All grounds for appeal must be raised with specificity within on appeal. Any grounds not raised at the time the appeal is filed shall be deemed waived.*

#### *E. TIME FRAME FOR FILING APPEAL*

- 1. The district will notify each teacher by email at least 10 days prior to the date when the APPR ratings will be available on the teacher’s district email account.*
- 2. All appeals must be delivered to the Superintendent’s office no later than 10 days after receiving said plan. The failure to deliver an appeal within these time frames shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned.*
- 3. When filing an appeal, the teacher must submit a detailed 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 and any additional documents or materials relevant to the appeal. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted at the time the appeal is filed shall not be considered.*
- 4. If the decision maker believes he/she needs clarification or has questions he/she will schedule a meeting with the teacher who is appealing to get clarification or answers. Said meeting shall be no later than 5 days after the District’s response to the appeal has been filed.*
- 5. “Day” means a day when teachers are required to be in attendance. During the summer recess, day may mean any calendar day except a Saturday, Sunday or legal holiday.*

#### *Time frame for District Response*

- 1. Within 10 days of receipt of an appeal, the school district must submit a detailed written response to the appeal. The response must include any and all additional documents or written materials specific to the point(s) of disagreement that support the District’s response and are relevant to the resolution of the appeal. Any such information that is not submitted at the time the response is filed shall not be considered in determination of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the school district, and any and all additional information submitted with the response, at the same time the school district files its response.*

#### *Decision –Maker on Appeal*

- 1. There shall be an appeals committee consisting of five members. Three members and an alternate shall be chosen by the President of the Association. Two members and an alternate shall be chosen by the Superintendent (excluding the administrator involved in the rating).*
- 2. The committee shall make a recommendation to the Superintendent to approve or deny the appeal based upon the information submitted. The committee’s recommendation shall be confidential and will not be disclosed to any third party, except as required by*

law without a subpoena or court action.

3. The Superintendent shall consider the committee's recommendation and the Superintendent will issue his/her final determination on the appeal.

#### *Decision*

1. A written decision on the merits of the appeal shall be rendered no later than thirty (30) days from the date upon which the teacher delivered his/her appeal unless a meeting is necessary for questions or clarification. The decision shall then be delivered no later than five (5) days from said meeting. The appeal shall be based on a written record, comprised of the teacher's appeal, as well as the District's response to the appeal and any documentary evidence submitted with such papers. Such decision shall be final and binding on both parties.

2. The decision shall set forth reasons and factual basis for each determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the decision maker may set aside a rating and order a new evaluation if it has been affected by substantial error or defect or if procedures have been violated. A copy of the decision shall be provided to the teacher and the representative of the District.

#### *EXCLUSIVITY OF SECTION 3012-C APPEAL PROCEDURE*

1. The section 3012-c appeals procedure shall constitute the exclusive means for initiating, reviewing, and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher 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. As an exception to this paragraph, a teacher 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 teacher who elects to submit a written rebuttal to his/her evaluation must do so within ten (10) days upon receipt of the decision.

2. The Parties agree that they conduct further negotiations concerning the APPR Regulations adopted by the Board of Regents to the extent necessary to comply with said regulations and NY Education Law section 3012-c. These negotiations shall be conducted using a "committee" approach, with representatives of the committee to be respectively selected by the Parties.

## 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.

### *VII. Training of Evaluators and Lead Evaluators*

A. The District must ensure evaluators have appropriate training before conducting evaluations as part of the Other Measures of Teacher Effectiveness. All evaluators should be appropriately trained on the new APPR requirements, but only evaluators need to be certified. The District and the Erie I BOCES Network Teams shall provide appropriate training and certify lead evaluators.

B. The lead evaluator is the primary person responsible for a teacher's evaluation. Typically, the lead evaluator is the person who completes and signs the summative APPR. To the extent possible, the principal or his/her designee shall be the lead evaluator of a classroom teacher.

C. An evaluator is any individual who conducts an evaluation of a teacher, including any person who conducts an observation or assessment as part of a teacher evaluation. This APPR plan only allows for teachers to be evaluated by in-district principals and administrators who have been trained as lead evaluators.

D. The District has chosen to use the SED training program issued through the Erie I BOCES Network Teams for their certification process, as well as our own supplemental evaluator training and certification program.

E. Training shall be linked to the selected rubric. The District shall coordinate with Erie I BOCES in regards to the training and certification of evaluators and lead evaluators. Such training and recertification, shall, as required by the Commissioner's Regulations, include a process for ensuring maintenance of certification, a process for ensuring inter-rater reliability and a process for recertifying lead evaluators.

F. All evaluators will be trained by the district personnel who served on the APPR committee. They will be trained on the new APPR plan, components, and procedures.

G. Trainings were held in full and half day sessions throughout 2011-2012 for a total of more than 30 hours to date.

The District will fully participate in the Erie I BOCES training for continued certification and re-certification for all Lead evaluators and evaluators. Any new evaluator(s) will receive a minimum of 20 hours of training and re-certification will consist of a minimum of

ten hours of training.

*The Superintendent of Schools, along with the Assistant Superintendent for Curriculum and Instruction will be responsible for inter-rater reliability. Together with the Assistant Superintendent for Personnel, the three will review all summative assessments for teachers and principals in the District, focusing on the evidence presented and all documentation.*

*The Superintendent of Schools, along with the Assistant Superintendent for Curriculum and Instruction will be responsible for inter-rater reliability. Together with the Assistant Superintendent for Personnel, the three will review all summative assessments for teachers in the District, focusing on the evidence presented and all documentation. (Danielson Framework for Teaching, 2011 Revised Edition)*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, May 08, 2012

Updated Wednesday, December 12, 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):

K-5
PK-5
6-8
9-12
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment

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.	(No response)
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	(No response)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	(No response)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	(No response)
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	(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.

*(No response)*

## 7.4) Special Considerations for Comparable Growth Measures

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

Note: The only allowable controls or adjustments for Comparable Growth Measures are those used in State Growth measures, which

include: prior student achievement results, students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents.

*(No response)*

## 7.5) Principals with More Than One Growth Measure

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

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

## 7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

# 8. Local Measures (Principals)

Created Friday, May 18, 2012

Updated Monday, December 17, 2012

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-5	(d) measures used by district for teacher evaluation	AIMSWEB
K-5	(d) measures used by district for teacher evaluation	Frontier Central School District-developed Math assessment for Grades K-5
6-8	(d) measures used by district for teacher evaluation	Erie 1 BOCES LOTE proficiency Grade 8 in French Spanish
6-8	(d) measures used by district for teacher evaluation	Frontier Central District-developed assessment in Social Studies in Grades 6, 7, 8
9-12	(d) measures used by district for teacher evaluation	Grades 9-12 proficiency on the 5 gatekeeper Regents exams: Living Environment, Global Studies II, US History, Algebra I, and Comprehensive English

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>Principals in buildings that house Grades K-5 will earn points on the HEDI rating categories below based on the overall average of the number of students performing at or above grade level on the AIMSWEB and the number of students who meet or exceed a proficiency benchmark of 65% or better on the Frontier District developed Grades K-5 Math Assessment. The two percentage data points will be averaged together equally, resulting in a final percentage data point which will correspond to a 0-15 HEDI score using the conversion chart listed below.</p> <p>The Grades 6-8 Principal will receive points based on the</p>
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average of the number of students who meet or exceed a proficiency benchmark of 65 or better on the Frontier CSD developed Grade 8 French and Spanish Proficiency Assessment and the Frontier Central District-developed Social Studies Assessment for Grade 8 students. The final overall percent of students that meet the proficiency benchmark on the Grade 8 French and Spanish assessments and the Grade 8 Social Studies assessment will result in a 0-15 HEDI score using the chart below.

The High School Principal, grades 9-12 will receive a HEDI score based on the overall average of the number of students achieving proficiency of 65 or higher on the five gateway Regents examinations (Living Environment, Global Studies II, US History, Algebra I, and Comprehensive English). Based on the overall percentage of students that meet or exceed the proficiency benchmark on the 5 Regents exams listed, a final 0-15 HEDI score will be determined using the uploaded conversion chart listed below.

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

15 = 90% to 100% of students' achievement on the above mentioned assessments  
 14 = 89% to 85% of students' achievement on the above mentioned assessments

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

13 = 84% to 80% of students' achievement on the above mentioned assessments  
 12 = 79% to 75% of students' achievement on the above mentioned assessments  
 11 = 74% to 70% of students' achievement on the above mentioned assessments  
 10 = 69% to 68% of students' achievement on the above mentioned assessments  
 9 = 67% to 66% of students' achievement on the above mentioned assessments  
 8 = 65% of students' achievement on the above mentioned assessments

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

7 = 64% to 63% of students' achievement on the above mentioned assessments  
 6 = 62% to 61% of students' achievement on the above mentioned assessments  
 5 = 60% to 58% of students' achievement on the above mentioned assessments)  
 4 = 57% to 56% of students' achievement on the above mentioned assessments  
 3 = 55% of students' achievement on the above mentioned assessments

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

2 = 54% to 41% of students' achievement on the above mentioned assessments  
 1 = 40% to 15% of students' achievement on the above mentioned assessments  
 0 = 14% to 0% of students' achievement on above mentioned assessments

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.

(No response)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	(No response)

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.

*(No response)*

### 8.3) Locally Developed Controls

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

## 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.

*The Frontier CSD will combine multiple locally selected measures by averaging equally the overall percentage of students who meet the target for each locally selected measure. As a result, a final percentage data point will correspond to a principal's HEDI score.*

## 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Friday, May 18, 2012

Updated Monday, December 17, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*The Reeves Leadership Performance Matrix*

*(No response)*

### 9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

*Yes*

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

*(No response)*

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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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.	0
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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	(No response)
9.4) Sources of Evidence (if applicable)   Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)

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

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

*(No response)*

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

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

*The domains of the Reeves Leadership Matrix have been weighted to differentiate between each of their respective elements. The domains have been assigned a point value ranging from 4 to 7 depending upon the agreed weight of each. Each sub-component will be scored based on the scoring chart listed below. The average of the sub-components observed will result in an overall domain score. Once all ten domain scores are determined, they will be added together resulting in a 0 to 60 HEDI. Normal rounding rules will be applied and in no case will a final APPR composite score not be a whole number. The domains and their corresponding weighted point values are as follows in the file uploaded below:*

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/5143/131249-pMADJ4gk6R/2352698-9.7 Review Room.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.	Principal receives a total score between 54-60 points on the sub-categories listed above.
Effective: Overall performance and results meet standards.	Principal receives a total score between 42-53 points on the sub-categories listed above.
Developing: Overall performance and results need improvement in order to meet standards.	Principal receives a total score between 36-41 points on the sub-categories listed above.
Ineffective: Overall performance and results do not meet standards.	Principal receives a total score between 0 -35 points on the sub-categories listed above.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	54-60
Effective	42-53
Developing	36-41
Ineffective	0-35

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Thursday, August 16, 2012

Updated Thursday, December 06, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

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

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

#### **Highly**

##### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

##### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

##### **Developing**

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

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

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

##### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

**Locally-selected Measures of**

**growth or achievement**

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

Highly Effective	54 - 60
Effective	42-53
Developing	36-41
Ineffective	0-35

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 Friday, June 01, 2012

Updated Monday, December 17, 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/5276/137717-Df0w3Xx5v6/2454269-Component Six PIP for rr.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:

#### *Component Five: Appeal Process*

*A. A unit member may challenge only the substance of an Annual Professional Performance Review, the District's adherence to the standards and methodologies required for such Review, and the District's compliance with its procedures for conducting the APPR, or its issuance and/or implementation of the terms of an Administrator Improvement Plan. Such challenge must be submitted in writing to the Administrator performing the review or implementing the Administrator Improvement Plan. The writing must explain in detail the specific basis for the challenge. The challenge must be submitted within five (5) working days of the issuance of the Annual*

Professional Performance Review or Administrator Improvement Plan, or other act under this paragraph that is the subject of the challenge, or it will be deemed to have been waived. Within ten (10) working days of receipt of the challenge, the Administrator conducting the Annual Professional Performance Review or implementing the Administrator Improvement Plan shall submit a written determination of the challenge. The absence of such a determination shall be deemed a denial of the challenge.

B. If the unit member received an "ineffective" rating and disagrees with the determination, he or she may submit a copy of the challenge, the determination, and a written statement explaining in detail the basis for disagreement with the determination, to the next applicable level of this appeal process within five (5) working days of the date of the determination.

(1) If the appealing unit member is a principal, director, coordinator or supervisor, the copy of the challenge, determination and statement will be submitted to an Appeal Panel, comprised of one person designated by the Superintendent, one person designated by the Association President and one person designated by the District Superintendent for the Erie I Supervisory District within five (5) working days of the date of the determination. The Panel shall render a determination on the challenge within ten (10) working days thereafter.

(2) If the appealing unit member is an assistant principal, assistant director or a dean of students, the copy of the challenge, determination and statement will be submitted to the Assistant Superintendent for Instruction and Curriculum within five (5) working days of the determination. The Assistant Superintendent shall render a determination on the challenge within ten (10) working days thereafter.

The below chart is illustrative of the foregoing.

Principals

Directors----->Assistant Superintendent----->Panel----->Superintendent

Coordinators Curriculum Instruction

Supervisors

Asst.Principals

Asst.Director----->Principal----->Assistant Superintendent----->Superintendent

Dean of Students---->Director----->Curriculum Instruction

(3) Nothing in this appeals process shall be construed to alter or diminish, or in any way restrict or affect the District's non-reviewable authority to terminate the appointment of or deny tenure to a probationary administrator at any time, including during the pendency of an appeal hereunder, other than the administrator's performance that is the subject of the appeal, and any such termination or denial shall not in any way be subject to the grievance and arbitration process of the Collective Negotiations Agreement.

## 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 Asst. Superintendent of Curriculum Instruction is the lead evaluator of all principals. She has received training through Erie 1 BOCES Network Team, based on the training at SED. The series of training sessions focused on the following:

1. NYS Teaching and Leadership Standards and their related functions.
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.
4. The application and use of State-approved teacher and principal rubrics selected by the District.
5. The application and use of assessment tools that the District will use to evaluate principals.
6. The application and use of State-approved locally selected measures of student achievement.
7. The use of the Statewide Instructional Reporting System.
8. The scoring methodology utilized by the State Education Department, including how scores are generated, the composite effectiveness score, and the application and use of the scoring ranges by the Commissioner for the four designated rating categories used for the principal's overall rating, as well as their sub-component ratings.
9. Specific considerations in evaluating principals of English Language Learners and Students with Disabilities.

*Trainings were held in full and half day sessions throughout 2011-2012 for a total of more than 30 hours to date.*

*Inter-rated reliability will not be an issue because the Assistant Superintendent for Curriculum will be evaluating all principals throughout the District utilizing.*

*The District will fully participate in the Erie 1 BOCES training for continued certification and recertification for all Lead evaluators and evaluators. Any new evaluator(s) will receive a minimum of 20 hours of training and re-certification will consist of a minimum of ten hours of training.*

*The Superintendent of Schools, along with the Assistant Superintendent for Curriculum and Instruction will be responsible for inter-rater reliability. Together with the Assistant Superintendent for Personnel, the three will review all summative assessments for teachers and principals in the District, focusing on the evidence presented and all documentation. (The Reeves Model)*

## 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 Tuesday, June 05, 2012

Updated Tuesday, December 18, 2012

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### Page 1

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

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

[assets/survey-uploads/5581/139128-3Uqgn5g9Iu/12:18:12 signatures.pdf](assets/survey-uploads/5581/139128-3Uqgn5g9Iu/12:18:12%20signatures.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.

HEDI CONVERSION CHART  
GROWTH 20/SLO'S

<b>20 point conversion</b>	<b>% of teacher target attained</b>	<b>HEDI</b>
20	100-85	<b>H</b>
19	84-80	<b>H</b>
18	79-75	<b>H</b>
17	74-72	<b>E</b>
16	71-70	<b>E</b>
15	69-68	<b>E</b>
14	67-66	<b>E</b>
13	65-64	<b>E</b>
12	63-62	<b>E</b>
11	61-60	<b>E</b>
10	59-58	<b>E</b>
9	57-56	<b>E</b>
8	55-54	<b>D</b>
7	53-53	<b>D</b>
6	51-50	<b>D</b>
5	49-45	<b>D</b>
4	44-40	<b>D</b>
3	39-35	<b>D</b>
2	34-30	<b>I</b>
1	29-15	<b>I</b>
0	14-0	<b>I</b>

### Section 3 Student Achievement Score 20% (LOCAL 20)

This score will be determined using a Mean Performance Index (MPI). The following are the methods for calculating the MPI, by building:

1. High School: PI's on the following exams will be added together and divided by 5 (Regents-level ELA, Algebra I, US History, Living Environment, and Comprehensive Spanish).
2. Middle School: (Average PI for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade NYS Math assessment) + (average PI 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade NYS ELA assessment) + (PI of 8<sup>th</sup> grade Science assessment) divide the total PI by 3.
3. Elementary Level: (Average PI for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade NYS Math assessment) + (average PI 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade NYS ELA assessment) + (PI of 4<sup>th</sup> grade Science assessment) divide the total PI by 3. This will be calculated separately for each building.

These calculations will be completed by administration, and HEDI scores will be delivered to each faculty member by the last day of teacher attendance each year, on an individual basis.

The PI will be calculated in a similar manner as described in the New York State Report Card District Accountability and Overview Report:  $100 \times (\text{Count of students performing at Levels 2, 3, and 4} + \text{the count at Levels 3 and 4})$  divided by the Count of all Students Enrolled in the Course on BEDS Day.

In the instance where a faculty member teaches in more than one building, the building of record will be used for scoring the Local 20.

There will be no further action needed on the part of any faculty member to prove or defend their score.

As described by New York State in the District Accountability and Overview Report, "A Performance Index (PI) is a value from 0 to 200" ... "indicating how that group performed on a required State Test. Student scores on the test are converted to four performance levels, from Level 1 to Level 4". In this calculation, the percentage of students Level 3 and Level 4 are counted twice, the students in Level 2 are counted once, and students in Level 1 are not counted. Therefore, if all students achieved a Level 3 or Level 4, the PI would be the maximum score out of 200. The Performance Index (PI) calculation will utilize the overall district-wide percentage of all students enrolled in that course as of BEDS day (including general education, SWD, ELL Economically Disadvantaged, Minority Students and any other sub-groups).

The following is the conversion scale for both Value-Added and No Value-Added situations:

20 Point Conversion from MPI to HEDI Points			15 Point Value-Added Conversion from MPI to HEDI Points	
20	200-150	H	15	200-150
19	149-140	H	14	149-140
18	139-135	H		
17	134-130	E	13	139-130
16	129-125	E	12	129-115
15	124-120	E	11	114-105
14	119-115	E	10	104-100
13	114-110	E	9	99-95
12	109-105	E	8	94-90
11	104-100	E		
10	99-95	E		
9	94-90	E		
8	89-80	D		
7	79-70	D	7	89-75
6	69-60	D	6	74-60
5	59-50	D	5	59-50
4	49-40	D	4	49-40
3	39-30	D	3	39-30
2	29-20	I	2	29-20
1	19-10	I	1	19-10
0	9-0	I	0	9-0

### Section 3 Student Achievement Score 20% (LOCAL 20)

This score will be determined using a Mean Performance Index (MPI). The following are the methods for calculating the MPI, by building:

1. High School: PI's on the following exams will be added together and divided by 5 (Regents-level ELA, Algebra I, US History, Living Environment, and Comprehensive Spanish).
2. Middle School: (Average PI for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade NYS Math assessment) + (average PI 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade NYS ELA assessment) + (PI of 8<sup>th</sup> grade Science assessment) divide the total PI by 3.
3. Elementary Level: (Average PI for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade NYS Math assessment) + (average PI 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade NYS ELA assessment) + (PI of 4<sup>th</sup> grade Science assessment) divide the total PI by 3. This will be calculated separately for each building.

These calculations will be completed by administration, and HEDI scores will be delivered to each faculty member by the last day of teacher attendance each year, on an individual basis.

The PI will be calculated in a similar manner as described in the New York State Report Card District Accountability and Overview Report:  $100 \times (\text{Count of students performing at Levels 2, 3, and 4} + \text{the count at Levels 3 and 4})$  divided by the Count of all Students Enrolled in the Course on BEDS Day.

In the instance where a faculty member teaches in more than one building, the building of record will be used for scoring the Local 20.

There will be no further action needed on the part of any faculty member to prove or defend their score.

As described by New York State in the District Accountability and Overview Report, "A Performance Index (PI) is a value from 0 to 200" ... "indicating how that group performed on a required State Test. Student scores on the test are converted to four performance levels, from Level 1 to Level 4". In this calculation, the percentage of students Level 3 and Level 4 are counted twice, the students in Level 2 are counted once, and students in Level 1 are not counted. Therefore, if all students achieved a Level 3 or Level 4, the PI would be the maximum score out of 200. The Performance Index (PI) calculation will utilize the overall district-wide percentage of all students enrolled in that course as of BEDS day (including general education, SWD, ELL Economically Disadvantaged, Minority Students and any other sub-groups).

The following is the conversion scale for both Value-Added and No Value-Added situations:

20 Point Conversion from MPI to HEDI Points			15 Point Value-Added Conversion from MPI to HEDI Points	
20	200-150	H	15	200-150
19	149-140	H	14	149-140
18	139-135	H		
17	134-130	E	13	139-130
16	129-125	E	12	129-115
15	124-120	E	11	114-105
14	119-115	E	10	104-100
13	114-110	E	9	99-95
12	109-105	E	8	94-90
11	104-100	E		
10	99-95	E		
9	94-90	E		
8	89-80	D		
7	79-70	D	7	89-75
6	69-60	D	6	74-60
5	59-50	D	5	59-50
4	49-40	D	4	49-40
3	39-30	D	3	39-30
2	29-20	I	2	29-20
1	19-10	I	1	19-10
0	9-0	I	0	9-0

## 9.7 Process for Assigning Points and Determining HEDI Ratings

The domains of the Reeves Leadership Matrix have been weighted to differentiate between each of their respective elements. The domains have been assigned a point value ranging from 4 to 7 depending upon the agreed weight of each. Each subcomponent will be scored based on the scoring chart listed below. The average of the subcomponents observed will result in an overall domain score. Once all ten domain scores are determined, they will be added together resulting in a 0 to 60 HEDI. Normal rounding rules will be applied and in no case will a final APPR composite score not be a whole number. The domains and their corresponding weighted point values are as follows:

	Domain	Points	<b>H</b>	<b>E</b>	<b>D</b>	<b>I</b>
1.	Resilience	7	7	5	3	0
2.	Personal Behavior/Ethics	7	7	5	3	0
3.	Student Achievement	7	7	5	3	0
4.	Decision-making	6	6	4	2	0
5.	Communication	6	6	4	2	0
6.	Faculty Development	7	7	5	3	0
7.	Leadership Development	5	5	4	2	0
8.	Time/Task/Project Management	5	5	4	2	0
9.	Technology	4	4	3	2	0
10.	Personal/Professional Learning	6	6	4	2	0
	<b>Total</b>	<b>60</b>				

Frontier Central School District  
**Teacher Improvement Plan**

Name of Teacher \_\_\_\_\_

Participants in the formulation of this TIP:

\_\_\_\_\_  
\_\_\_\_\_

Identify the area(s) of improvement identified in the annual evaluation:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

This plan will begin on: \_\_\_\_\_

The parties to this agreement will meet on the following dates to review and evaluate the plan and formulate modifications if necessary:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Any changes or modification to the plan must be in writing and will be appended to his document.

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Union Representative

\_\_\_\_\_  
Date

***Attach a copy of the teacher's evaluation to this form***

Area Needing Improvement: \_\_\_\_\_

Timeline for improvement:

Manner in which improvement will be assessed:

Differentiated Activities to Support Improvement:

Activity: \_\_\_\_\_  
Time: \_\_\_\_\_  
Location: \_\_\_\_\_  
Goal: \_\_\_\_\_  
Other personnel involved: \_\_\_\_\_

---

Activity: \_\_\_\_\_  
Time: \_\_\_\_\_  
Location: \_\_\_\_\_  
Goal: \_\_\_\_\_  
Other personnel involved: \_\_\_\_\_

---

Activity: \_\_\_\_\_  
Time: \_\_\_\_\_  
Location: \_\_\_\_\_  
Goal: \_\_\_\_\_  
Other personnel involved: \_\_\_\_\_

---

Activity: \_\_\_\_\_  
Time: \_\_\_\_\_  
Location: \_\_\_\_\_  
Goal: \_\_\_\_\_  
Other personnel involved: \_\_\_\_\_

**Complete this form for each area identified as needing improvement**

Each teacher will receive a score based on the average of the components of the 60%. This will be noted on the FCSD Faculty APPR 60% Conversion Form (Appendix A). After each portion is scored (using Appendices B, C, and D), the totals will be transferred to Appendix A. Appendix A allows for the calculation of the scoring, using an average of the final scores to establish the Converted Score. The following is a breakdown of the scores and the HEDI ranges.

OVERALL SCORE	CONVERTED SCORE	HEDI LEVEL	OVERALL SCORE	CONVERTED SCORE	HEDI LEVEL
3.75-4.0	60	H	1.29	29	I
3.50-3.75	59	H	1.28	28	I
3.0-3.49	58	E	1.27	27	I
2.50-2.99	57	E	1.26	26	I
2.30-2.49	56	D	1.25	25	I
2.10-2.29	55	D	1.24	24	I
1.90-2.09	54	D	1.23	23	I
1.70-1.89	53	D	1.22	22	I
1.60-1.69	52	D	1.21	21	I
1.51-1.59	51	D	1.20	20	I
1.50	50	D	1.19	19	I
1.49	49	I	1.18	18	I
1.48	48	I	1.17	17	I
1.47	47	I	1.16	16	I
1.46	46	I	1.15	15	I
1.45	45	I	1.14	14	I
1.44	44	I	1.13	13	I
1.43	43	I	1.12	12	I
1.42	42	I	1.11	11	I
1.41	41	I	1.10	10	I
1.40	40	I	1.09	9	I
1.39	39	I	1.08	8	I
1.38	38	I	1.07	7	I
1.37	37	I	1.06	6	I
1.36	36	I	1.05	5	I
1.35	35	I	1.04	4	I
1.34	34	I	1.03	3	I
1.33	33	I	1.02	2	I
1.32	32	I	1.01	1	I
1.31	31	I	1.00	0	I
1.30	30	I			

Overall score	Level (HEDI)	Point Distribution
1.0-1.49	Ineffective	0-49
1.5-2.49	Developing	50-56
2.5-3.49	Effective	57-58
3.5-4.0	Highly Effective	59-60



**Component Six:     *Principal Improvement Plan***

Upon a principal’s being rated as “ineffective” or “developing”, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and implemented beginning no later than ten (10) business days after the start of the school year. The Superintendent or designee, in consultation with the Principal, will develop an improvement plan utilizing the attached format.

Within 90 calendar days following the date on which receipt of the improvement plan is acknowledged by the Principal, there will be a meeting between the evaluator and the Principal to review the Principal’s progress.

Within 30 calendar days following the above, first meeting, a second meeting will take place, during which the Principal’s progress will be further assessed.

Within 60 calendar days following the above, second meeting, a third meeting will take place, during which the Principal’s progress will be finally assessed.

In that the foregoing meetings will not be disciplinary in character, the Principal need not be represented by the FCASA during them.

The District may appoint a mentor for the Principal, but the individual so appointed cannot be a member of the FCASA.

**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 and Checkpoints: \_\_\_\_\_

\_\_\_\_\_

Required and Accessible Resources: \_\_\_\_\_

\_\_\_\_\_

Date(s) of formative evaluation: \_\_\_\_\_

Evidence of Goal Achievement: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Prepared by:

Receipt acknowledged by:

\_\_\_\_\_

\_\_\_\_\_

Dated: \_\_\_\_\_

Dated: \_\_\_\_\_



**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: 12/18/12

*James C. Bodzich*

Teachers Union President Signature:    Date: 12/18/12

*Reverend Muesyji*

Administrative Union President Signature:    Date: 12/18/12

*[Signature]*

Board of Education President Signature:    Date:

*Janet A. Reave*                      12/18/12