



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

Commissioner of Education  
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January 4, 2013

Nicholas D. Korach, Superintendent  
Lackawanna City School District  
245 South Shore Boulevard  
Lackawanna, NY 14218

Dear Superintendent Korach:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.  
Commissioner

Attachment

c: Donald Ogilvie

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

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

# Annual Professional Performance Reviews: 2012-13

Created Wednesday, August 22, 2012  
Updated Thursday, December 20, 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 : 141800010000

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

*141800010000*

#### 1.2) School District Name: LACKAWANNA CITY SD

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

*LACKAWANNA CITY SD*

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

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

*Not applicable*

#### 1.4) Award Classification

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

*(No response)*

## 1.5) Assurances

Please check all of the boxes below:

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

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

*Re-submission to address deficiencies*

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

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

*Annual (2012-13)*

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

Created Wednesday, August 22, 2012

Updated Wednesday, January 02, 2013

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### Page 1

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

#### 2.1) Assurances

Please check the boxes below:

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

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

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

## 2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Lackawanna City School District Developed K ELA End of Year Assessment
1	District, regional, or BOCES-developed assessment	Lackawanna City School District Developed 1st Grade ELA End of Year Assessment
2	District, regional, or BOCES-developed assessment	Lackawanna City School District Developed 2nd Grade ELA End of Year Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

For grades K-2 a pretest developed by the teacher, using CCLS aligned content developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be written by the teacher, with 2-5 targets of student growth, as measured using the pretest and a district developed post test of approximately the same length as the pretest, using a secure question bank developed by the regional assessment consortium. The SLO must be approved by the lead evaluator. The district developed post test will be given near the completion of the course. The percent of students reaching their target from the SLO, on the post test, will be put into the H.E.D.I scale to determine the teacher's score. For grade 3 a pretest developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be written by the teacher, with 2-5 targets of student growth, as measured using New York State Grade 3 ELA Exam. The SLO must be approved by the lead evaluator. The state assessment will serve as the post test and the percent of students reaching their target from the SLO, on the state assessment, will be put into the H.E.D.I. scale to determine the teacher's score.

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

90-100% Teachers receiving this designation will have 90% or more of their students reaching their targets.

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

45-89% Teachers receiving this designation will have 45% or more of their students reaching their targets.

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

15-44% Teachers receiving this designation will have 15% or more of their students reaching their targets.

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

0-14% Teachers receiving this designation will have between 0-14% of their students reaching their targets.

## 2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Lackawanna City School District Developed K Math End of Year Assessment
1	District, regional, or BOCES-developed assessment	Lackawanna City School District 1st Grade Math End of Year Assessment
2	District, regional, or BOCES-developed assessment	Lackawanna City School District Developed 2nd Grade Math End of Year Assessment

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For grades K-2 a pretest developed by the teacher, using CCLS aligned content developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be written by the teacher, with 2-5 targets of student growth, as measured using the pretest and a district developed post test of approximately the the same length as the pretest, using a secure question bank developed by the regional assessment consortium. The SLO must be approved by the lead evaluator. The district developed post test will be given near the completion of the course. The percent of students reaching their target from the SLO , on the post test, will be put into the H.E.D.I scale to determine the teacher's score. For grade 3 a pretest developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be written by the teacher, with 2-5 targets of student growth, as measured using the pretest and New York State Grade 3 Math Assessment. The SLO must be approved by the the lead evaluator. The state assessment will serve as the post test and the percent of students reaching their target from the SLO, on the state assessment, will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	90-100% Teachers receiving this designation will have 90% or more of their students reaching their targets.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	45-89% Teachers receiving this designation will have 45% or more of their students reaching their targets.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	15-44% Teachers receiving this designation will have 15% or more of their students reaching their targets.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	0-14%

## 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	Not applicable	Common Branch Teachers, Assessment will be the NYS ELA and Math Assessment
7	District, regional or BOCES-developed assessment	Lackawanna City School District Developed 7th Grade Science End of Year Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

<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>For grade 7 a pretest developed by the teacher, using CCLS aligned content developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be written by the teacher, with 2-5 targets of student growth, as measured using the pretest and a district developed post test of approximately the same length as the pretest, using a secure question bank developed by the regional assessment consortium. The SLO must be approved by the lead evaluator. The district developed post test will be given near the completion of the course. The percent of students reaching their target from the SLO, on the post test, will be put into the H.E.D.I scale to determine the teacher's score. For grade 8 a pretest developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. The state assessment will serve as the post test and the percent of students reaching their target from the SLO, on the state assessment, will be put into the H.E.D.I. scale to determine the teacher's score.</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>90-100% Teachers receiving this designation will have 90% or more of their students reaching their targets.</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>45-89% Teachers receiving this designation will have 45% or more of their students reaching their targets.</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>15-44% Teachers receiving this designation will have 15% or more of their students reaching their targets.</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>0-14%</p>

## 2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	Not applicable	Common Branch Teachers
7	District, regional or BOCES-developed assessment	Lackawanna City School District Developed 7th Grade Social Studies End of Year Social Studies Assessment
8	District, regional or BOCES-developed assessment	Lackawanna City School District Developed 8th Grade Social Studies End of Year Social Studies Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in</p>	<p>For grades 7 and 8 a pretest developed by the teacher, using CCLS aligned content developed by the regional</p>
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<p>this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>assessment consortium, will be administered at the start of the school year. An SLO will be written by the teacher, with 2-5 targets of student growth, as measured using the pretest and a district developed post test of approximately the same length as the pretest, using a secure question bank developed by the regional assessment consortium. The SLO must be approved by the lead evaluator. The district developed post test will be given near the completion of the course. The percent of students reaching their target from the SLO, on the post test, will be put into the H.E.D.I scale to determine the teacher's score.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	<p>90-100% Teachers receiving this designation will have 90% or more of their students reaching their targets.</p>
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	<p>45-89% Teachers receiving this designation will have 45% or more of their students reaching their targets.</p>
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	<p>15-44% Teachers receiving this designation will have 15% or more of their students reaching their targets.</p>
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	<p>0-14%</p>

## 2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Lackawanna City School District Developed Global 1 End of Year 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.

<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>For Global 1 a pre-test developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be written by the teacher, with 2-5 targets of student growth, as measured using the pretest and a district developed post test of approximately the same length as the pretest, using a secure question bank developed by the regional assessment consortium. The SLO must be approved by the lead evaluator. The district</p>
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developed post test will be given near the completion of the course. The percent of students reaching their target from the SLO , on the post test, will be put into the H.E.D.I scale to determine the teacher's score. For Global 2 and American History a pre-test developed by the teacher, using a question bank developed by the the regional assessment consortium, will be administered at the start of the school year. An SLO will be written by the teacher, with 2-5 targets of student growth, as measured using the pre-test and regents exam. The regents exam will serve as the post test and the percent of students reaching their target from the SLO, on the regents exam will be put into the H.E.D.I. scale to determine the teacher's score.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% Teachers receiving this designation will have 90% or more of their students reaching their targets.
Effective (9 - 17 points) Results meet District goals for similar students.	45-89% Teachers receiving this designation will have 45% or more of their students reaching their targets.
Developing (3 - 8 points) Results are below District goals for similar students.	15-44% Teachers receiving this designation will have 15% or more of their students reaching their targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14%

## 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.

A pretest developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be written by the teacher, with 2-5 targets of student growth, as measured using the pretest and the regents exam. The SLO must be approved by the lead evaluator. The regents exam will serve as the post test and the percent of students reaching their target from the SLO, on the regents exam, will be put into the H.E.D.I. scale to determine the teacher's score.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% Teachers receiving this designation will have 90% or more or their students reaching their targets.
Effective (9 - 17 points) Results meet District goals for similar students.	45-89% Teachers receiving this designation will have 45% or more or their students reaching their targets.
Developing (3 - 8 points) Results are below District goals for similar students.	15-44% Teachers receiving this designation will have 15% or more or their students reaching their targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14%

## 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.	A pretest developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be written by the teacher, with 2-5 targets of student growth, as measured using the pretest and the regents exam. The SLO must be approved by the lead evaluator. The regents exam will serve as the post test and the percent of students reaching their target from the SLO, on the regents exam, will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% Teachers receiving this designation will have 90% or more or their students reaching their targets.
Effective (9 - 17 points) Results meet District goals for similar students.	45-89% Teachers receiving this designation will have 45% or more or their students reaching their targets.
Developing (3 - 8 points) Results are below District goals for similar students.	15-44% Teachers receiving this designation will have 15% or more or their students reaching their targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14%

## 2.9) High School English Language Arts

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

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

	High School English Courses	Assessment
Grade 9 ELA	District, regional or BOCES-developed assessment	Lackawanna City School District Developed English 9 End of Year Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Lackawanna City School District Developed English 10 End of Year Assessment
Grade 11 ELA	Regents assessment	New York State Regents ELA Exam

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For ELA 9 10 a pre-test developed by the teacher, using a question bank developed by the regional assessment consortium, will be administered at the start of the school year. An SLO will be written by the teacher, with 2-5 targets of student growth, as measured using the pretest and a district developed post test of approximately the same length as the pretest, using a secure question bank developed by the regional assessment consortium. The SLO must be approved by the lead evaluator. The district developed post test will be given near the completion of the course. The percent of students reaching their target from the SLO , on the post test, will be put into the H.E.D.I scale to determine the teacher's score. For English 11 a pre-test developed by the teacher, using a question bank developed by the the regional assessment consortium, will be administered at the start of the school year. An SLO will be written by the teacher, with 2-5 targets of student growth, as measured using the pre-test and regents exam. The regents exam will serve as the post test and the percent of students reaching their target from the SLO, on the regents exam will be put into the H.E.D.I. scale to determine the teacher's score.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	90-100% Teachers receiving this designation will have 90% or more of their students reaching their targets.
Effective (9 - 17 points) Results meet District goals for similar students.	45-89% Teachers receiving this designation will have 45% or more of their students reaching their targets.
Developing (3 - 8 points) Results are below District goals for similar students.	15-44% Teachers receiving this designation will have 15% or more of their students reaching their targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14%

## 2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
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(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/5364/165714-TXEttx9bQW/HEDI RANGES for the State Comparable Measures SLO Target\_2.doc*

## 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.

(No response)

## 2.13) Teachers with more than one growth measure

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

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

## 2.14) Assurances

Please check all of the boxes below:

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

2.14) Assurances   Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances   Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances   Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

### 3. Local Measures (Teachers)

Created Wednesday, August 22, 2012  
Updated Wednesday, January 02, 2013

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#### Page 1

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

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

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

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

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

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

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

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

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

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

Measures based on:

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

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

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

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

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

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

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

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

### 3.1) Grades 4-8 ELA

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

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

6	6(ii) School wide measure computed locally	NYS Grades 3-6 ELA Exam, NYS Grades 3-6 Math Exam, NYS Grade 4 Science Exam
7	6(ii) School wide measure computed locally	NYS Grades -7-8 ELA Exam, NYS Grades 7-8 Math Exam, Grade 8 Science Exam
8	6(ii) School wide measure computed locally	NYS Grades -7-8 ELA Exam, NYS Grades 7-8 Math Exam, Grade 8 Science Exam

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.	The district will utilize the building Performance Indicator from Martin Road Elementary (Grades 3-6) or Lackawanna Middle School(7-8) as appropriate, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$ . This formula will result in a number ranging from 0-15. All scores will be rounded up. For grades 7 and 8 the local measure will be calculated by using the the ELA PI the Math PI and the Science PI. That formula is $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will utilize the building Performance Indicator from Martin Road Elementary (Grades 3-6) or Lackawanna Middle School (7-8) as appropriate, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$ . This formula will result in a number ranging from 0-15. All scores will be rounded up. For grades 7 and 8 the local measure will be calculated by using the the ELA PI the Math PI and the Science PI. That formula is $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will utilize the building Performance Indicator from Martin Road Elementary (3-6) or Lackawanna Middle School (7-8) as appropriate, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$ . This formula will result in a number ranging from 0-15. All scores will be rounded up. For grades 7 and 8 the local measure will be calculated by using the the ELA PI the Math PI and the Science PI. That formula is $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will utilize the building Performance Indicator from Martin Road Elementary (Grades 3-6) or Lackawanna Middle School (7-8) as appropriate, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$ . This formula will result in a number ranging from 0-15. All scores will be rounded up. For

grades 7 and 8 the local measure will be calculated by using the the ELA PI the Math PI and the Science PI. That formula is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$

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

The district will utilize the building Performance Indicator from Martin Road Elementary or Lackawanna Middle School as appropriate, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$ . This formula will result in a number ranging from 0-15. All scores will be rounded up. For grades 7 and 8 the local measure will be calculated by using the the ELA PI the Math PI and the Science PI. That formula is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$

### 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 Grades 3-6 ELA Exam, NYS Grades 3-6 Math Exam, NYS Grade 4 Science Exam
5	6(ii) School wide measure computed locally	NYS Grades 3-6 ELA Exam, NYS Grades 3-6 Math Exam, NYS Grade 4 Science Exam
6	6(ii) School wide measure computed locally	NYS Grades 3-6 ELA Exam, NYS Grades 3-6 Math Exam, NYS Grade 4 Science Exam
7	6(ii) School wide measure computed locally	NYS Grades -7-8 ELA Exam, NYS Grades 7-8 Math Exam, Grade 8 Science Exam
8	6(ii) School wide measure computed locally	NYS Grades -7-8 ELA Exam, NYS Grades 7-8 Math Exam, Grade 8 Science Exam

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

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

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

The district will utilize the building Performance Indicator from Martin Road Elementary (Grades 3-6) or Lackawanna Middle School(Grades 7-8) as appropriate, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$ . This formula will result in a number ranging from 0-15. All scores will be rounded up. For grades 7 and 8 the local measure will be calculated by using the the ELA PI the Math PI and the Science PI. That formula is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$

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

The district will utilize the building Performance Indicator from Martin Road Elementary (Grades 3-6) or Lackawanna Middle School(Grades 7-8) as appropriate, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$ . This formula will result in a number ranging from 0-15. All scores will be rounded up. For grades 7 and 8 the local measure will be calculated by using the the ELA PI the Math PI and the Science PI. That formula is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$

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

The district will utilize the building Performance Indicator from Martin Road Elementary (Grades 3-6) or Lackawanna Middle School(Grades 7-8) as appropriate, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$ . This formula will result in a number ranging from 0-15. All scores will be rounded up. For grades 7 and 8 the local measure will be calculated by using the the ELA PI the Math PI and the Science PI. That formula is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$

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

The district will utilize the building Performance Indicator from Martin Road Elementary (Grades 3-6) or Lackawanna Middle School(Grades 7-8) as appropriate, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$ . This formula will result in a number ranging from 0-15. All scores will be rounded up. For grades 7 and 8 the local measure will be calculated by using the the ELA PI the Math PI and the Science PI. That formula is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$

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

The district will utilize the building Performance Indicator from Martin Road Elementary (Grades 3-6) or Lackawanna Middle School(Grades 7-8) as appropriate, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$ . This formula will result in a number ranging from 0-15. All scores will be rounded up. For grades 7 and 8 the local measure will be calculated by using the the ELA PI the Math PI and the Science PI. That formula is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$

### 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.

*(No response)*

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

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

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

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

Measures based on:

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

### 3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSweb
1	4) State-approved 3rd party assessments	AIMSweb
2	4) State-approved 3rd party assessments	AIMSweb
3	6(ii) School-wide measure computed locally	New York State Grades 3-6 ELA Assessment, NYS Grades 3-6 Math Assessment, NYS Grade 4 Science Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score transformation), to ensure that all students' scores affect the result. Consistent with the New York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20.</p> <p>For Grade 3, the district will utilize the building Performance Indicator from Martin Road Elementary, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is <math>ELA\ PI + Math\ PI + Science\ PI / 600 * 20</math>. This formula will result in a number ranging from 0-20.</p>
<p>Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the</p>

average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score transformation), to ensure that all students' scores affect the result. Consistent with the New York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20.

For Grade 3, the district will utilize the building Performance Indicator from Martin Road Elementary, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $\text{ELA PI} + \text{Math PI} + \text{Science PI} / 600 * 20$ . This formula will result in a number ranging from 0-20.

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

At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score transformation), to ensure that all students' scores affect the result. Consistent with the New York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20.

For Grade 3, the district will utilize the building Performance Indicator from Martin Road Elementary, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $\text{ELA PI} + \text{Math PI} + \text{Science PI} / 600 * 20$ . This formula will result in a number ranging from 0-20.

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

At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score transformation), to ensure that all students' scores affect the result. Consistent with the New York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20.

For Grade 3, the district will utilize the building Performance Indicator from Martin Road Elementary, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$ . This formula will result in a number ranging from 0-20.

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

At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score transformation), to ensure that all students' scores affect the result. Consistent with the New York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20.

For Grade 3, the district will utilize the building Performance Indicator from Martin Road Elementary, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$ . This formula will result in a number ranging from 0-20.

### 3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	AIMSweb
1	4) State-approved 3rd party assessments	AIMSweb
2	4) State-approved 3rd party assessments	AIMSweb
3	6(ii) School-wide measure computed locally	New York State Grades 3-6 ELA Assessment, NYS Grades 3-6 Math Assessment, NYS Grade 4 Science Assessment

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

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

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.

At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score transformation), to ensure that all students' scores affect the result. Consistent with the New York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20.

For Grade 3, the district will utilize the building Performance Indicator from Martin Road Elementary, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$ . This formula will result in a number ranging from 0-20

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

At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score transformation), to ensure that all students' scores affect the result. Consistent with the New York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20.

For Grade 3, the district will utilize the building Performance Indicator from Martin Road Elementary, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$ . This formula will result in a number ranging from 0-20.

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

At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score

transformation), to ensure that all students' scores affect the result. Consistent with the New York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20.

For Grade 3, the district will utilize the building Performance Indicator from Martin Road Elementary, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $\text{ELA PI} + \text{Math PI} + \text{Science PI} / 600 * 20$ . This formula will result in a number ranging from 0-20.

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

At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score transformation), to ensure that all students' scores affect the result. Consistent with the New York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20.

For Grade 3, the district will utilize the building Performance Indicator from Martin Road Elementary, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $\text{ELA PI} + \text{Math PI} + \text{Science PI} / 600 * 20$ . This formula will result in a number ranging from 0-20.

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

At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score transformation), to ensure that all students' scores affect the result. Consistent with the New York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20.

For Grade 3, the district will utilize the building Performance Indicator from Martin Road Elementary, based on the All Students Category for ELA, Math, and

Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$ . This formula will result in a number ranging from 0-20.

### 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	Not applicable	Common Branch Teachers
7	6(ii) School wide measure computed locally	New York State Grades 7-8 ELA Assessment, NYS Grades 7-8 Math Assessment, NYS Grade 8 Science Assessment
8	6(ii) School wide measure computed locally	New York State Grades 7-8 ELA Assessment, NYS Grades 7-8 Math Assessment, NYS Grade 8 Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Not Applicable to 6th Grade Teachers. For Grades 7-8 Teachers, the district will utilize the building Performance Indicator from Lackawanna Middle School, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable to 6th Grade Teachers. For Grades 7-8 Teachers, the district will utilize the building Performance Indicator from Lackawanna Middle School, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable to 6th Grade Teachers. For Grades 7-8 Teachers, the district will utilize the building Performance Indicator from Lackawanna Middle School, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable to 6th Grade Teachers. For Grades 7-8 Teachers, the district will utilize the building Performance Indicator from Lackawanna Middle School, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable to 6th Grade Teachers. For Grades 7-8 Teachers, the district will utilize the building Performance Indicator from Lackawanna Middle School, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$

### 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	Not applicable	Common Branch Teachers
7	6(ii) School wide measure computed locally	New York State Grades 7-8 ELA Assessment, NYS Grades 7-8 Math Assessment, NYS Grade 8 Science Assessment
8	6(ii) School wide measure computed locally	New York State Grades 7-8 ELA Assessment, NYS Grades 7-8 Math Assessment, NYS Grade 8 Science Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Not Applicable to 6th Grade Teachers. For Grades 7-8 Teachers, the district will utilize the building Performance Indicator from Lackawanna Middle School, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable to 6th Grade Teachers. For Grades 7-8 Teachers, the district will utilize the building Performance Indicator from Lackawanna Middle School, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable to 6th Grade Teachers. For Grades 7-8 Teachers, the district will utilize the building Performance Indicator from Lackawanna Middle School, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable to 6th Grade Teachers. For Grades 7-8 Teachers, the district will utilize the building Performance Indicator from Lackawanna Middle School, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable to 6th Grade Teachers. For Grades 7-8 Teachers, the district will utilize the building Performance Indicator from Lackawanna Middle School, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$

### 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 English 11 Regents Assessment, NYS Integrated Algebra Assessment, NYS Regents Earth Science Assessment
Global 2	6(ii) School wide measure computed locally	NYS English 11 Regents Assessment, NYS Integrated Algebra Assessment, NYS Regents Earth Science Assessment
American History	6(ii) School wide measure computed locally	NYS English 11 Regents Assessment, NYS Integrated Algebra Assessment, NYS Regents Earth Science Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is $ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20$ . This formula will result in a number ranging from 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is $ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20$ . This formula will result in a number ranging from 0-20.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is $ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20$ . This formula will result in a number ranging from 0-20.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is $ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20$ . This

formula will result in a number ranging from 0-20.

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

The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is  $ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20$ . This formula will result in a number ranging from 0-20.

### 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 English 11 Regents Assessment, NYS Integrated Algebra Assessment, NYS Regents Earth Science Assessment
Earth Science	6(ii) School wide measure computed locally	NYS English 11 Regents Assessment, NYS Integrated Algebra Assessment, NYS Regents Earth Science Assessment
Chemistry	6(ii) School wide measure computed locally	NYS English 11 Regents Assessment, NYS Integrated Algebra Assessment, NYS Regents Earth Science Assessment
Physics	6(ii) School wide measure computed locally	NYS English 11 Regents Assessment, NYS Integrated Algebra Assessment, NYS Regents Earth Science Assessment

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

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

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

The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is  $ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20$ . This formula will result in a number ranging from 0-20.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or

The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students

achievement for grade/subject.	Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is $ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20$ . This formula will result in a number ranging from 0-20.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is $ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20$ . This formula will result in a number ranging from 0-20.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is $ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20$ . This formula will result in a number ranging from 0-20.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is $ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20$ . This formula will result in a number ranging from 0-20.

### 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 English 11 Regents Assessment, NYS Integrated Algebra Assessment, NYS Regents Earth Science Assessment
Geometry	6(ii) School wide measure computed locally	NYS English 11 Regents Assessment, NYS Integrated Algebra Assessment, NYS Regents Earth Science Assessment
Algebra 2	6(ii) School wide measure computed locally	NYS English 11 Regents Assessment, NYS Integrated Algebra Assessment, NYS Regents Earth Science Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is <math>ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20</math>. This formula will result in a number ranging from 0-20.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is <math>ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20</math>. This formula will result in a number ranging from 0-20.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is <math>ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20</math>. This formula will result in a number ranging from 0-20.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is <math>ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20</math>. This formula will result in a number ranging from 0-20.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is <math>ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20</math>. This formula will result in a number ranging from 0-20.</p>

### 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
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Grade 9 ELA	6(ii) School wide measure computed locally	NYS English 11 Regents Assessment, NYS Integrated Algebra Assessment, NYS Regents Earth Science Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	NYS English 11 Regents Assessment, NYS Integrated Algebra Assessment, NYS Regents Earth Science Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	NYS English 11 Regents Assessment, NYS Integrated Algebra Assessment, NYS Regents Earth Science Assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is $ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20$ . This formula will result in a number ranging from 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is $ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20$ . This formula will result in a number ranging from 0-20.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is $ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20$ . This formula will result in a number ranging from 0-20.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is $ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20$ . This formula will result in a number ranging from 0-20.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is $ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20$ . This formula will result in a number ranging from 0-20.



20.

These scores will be utilized for Grades PK-2.

The district will utilize the building Performance Indicator from Martin Road Elementary, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$

For Grades 7 and 8, The district will utilize the building Performance Indicator from Lackawanna Middle School, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$

The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is  $ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20$ . This formula will result in a number ranging from 0-20.

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

At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score transformation), to ensure that all students' scores affect the result. Consistent with the New York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20.

These scores will be utilized for Grades PK-2.

The district will utilize the building Performance Indicator from Martin Road Elementary, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$

For Grades 7 and 8, The district will utilize the building Performance Indicator from Lackawanna Middle School, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$

The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is  $ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20$ . This formula will result in a number ranging from 0-20.

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

At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score transformation), to ensure that all students' scores affect the result. Consistent with the New York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20. These scores will be utilized for Grades PK-2.

The district will utilize the building Performance Indicator from Martin Road Elementary, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$

For Grades 7 and 8, The district will utilize the building Performance Indicator from Lackawanna Middle School, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 20$

The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is  $ELA\ PI + Math\ PI + Earth\ Science\ Passing\ Percentage / 500 * 20$ . This formula will result in a number ranging from 0-20.

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

At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score transformation), to ensure that all students' scores affect the result. Consistent with the New York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20. These scores will be utilized for Grades PK-2.

The district will utilize the building Performance Indicator from Martin Road Elementary, based on the All Students Category for ELA, Math, and Science. The formula for this

calculation is  $\text{ELA PI} + \text{Math PI} + \text{Science PI} / 600 * 20$

For Grades 7 and 8, The district will utilize the building Performance Indicator from Lackawanna Middle School, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $\text{ELA PI} + \text{Math PI} + \text{Science PI} / 600 * 20$

The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is  $\text{ELA PI} + \text{Math PI} + \text{Earth Science Passing Percentage} / 500 * 20$ . This formula will result in a number ranging from 0-20.

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

At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score transformation), to ensure that all students' scores affect the result. Consistent with the New York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20.

These scores will be utilized for Grades PK-2.

The district will utilize the building Performance Indicator from Martin Road Elementary, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $\text{ELA PI} + \text{Math PI} + \text{Science PI} / 600 * 20$

For Grades 7 and 8, The district will utilize the building Performance Indicator from Lackawanna Middle School, based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $\text{ELA PI} + \text{Math PI} + \text{Science PI} / 600 * 20$

The district will utilize the building Performance Indicator from Lackawanna High School, based on the All Students Category for ELA, Math, and the percent of students proficient with at least a 65 on the Earth Science Regents. The formula for this calculation is  $\text{ELA PI} + \text{Math PI} + \text{Earth Science Passing Percentage} / 500 * 20$ . This formula will result in a number ranging from 0-20.

(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.

(No response)

### 3.14) Locally Developed Controls

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

(No response)

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

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

*For Truman Elementary School Teachers, Grades PK-2, AIMSweb will be providing a score utilizing the following procedure. At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score transformation), to ensure that all students' scores affect the result. Consistent with the New York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20.*

*All teachers in Grade 3-12 only have one Locally Selected Measure, therefore all teachers will receive the same score.*

### 3.16) Assurances

Please check all of the boxes below:

3.16) Assurances   Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
3.16) Assurances   Assure that use of locally-developed controls will not have a disparate impact on underrepresented students in accordance with any applicable civil rights laws.	Checked
3.16) Assurances   Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
3.16) Assurances   Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
3.16) Assurances   Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators' performance in ways that improve student learning and instruction.	Checked
3.16) Assurances   Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked

3.16) Assurances   Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
3.16) Assurances   If more than one type of locally-selected measure is used for different groups of teachers within a grade/subject, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Checked
3.16) Assurances   Assure that all locally-selected measures for a teacher are different than any measures used for the State assessment or other comparable measures subcomponent.	Checked

## 4. Other Measures of Effectiveness (Teachers)

Created Wednesday, August 22, 2012

Updated Friday, January 04, 2013

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### Page 1

#### 4.1) Teacher Practice Rubric

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

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

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

*Danielson's Framework for Teaching*

*(No response)*

#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

*Yes*

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

*(No response)*

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	45
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	15

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.

#### *VI. The Other Measures of Teacher Effectiveness - (60Points)*

*This component of the APPR will be based on multiple measures of effective teaching practice aligned with the Danielson Model. The point total value for multiple measures will be calculated by adding the total points earned in each subcomponent. The Lackawanna City School District will utilize the Danielson Model of the "Framework for Teaching" (2007 revised edition). All teachers have a copy of the frameworks for teaching. The distribution of points is indicated below.*

#### *Point Value Measure*

*5 points Goal Setting and Reflection, component 4a, form uploaded*

*5 points Average of 3 Unannounced Walkthroughs, form uploaded*

*5 points Assessment Data Analysis Review, form uploaded*

5 points Professional Responsibilities, components 4b-4f, teachers will submit two artifacts for each subcomponents 4b-4f for one point each.

40 points Non-tenured, 2 Formal Classroom Observations worth 20 points each Tenured, Choice of two formal observations or one formal and one Project

Tenured teachers opting for an Alternative Project will notify the District by October 31st. All Alternative Independent Projects will be approved by the Building Principal. Teachers utilizing an Alternative Independent Project must submit write up on the Alternative Independent Project Report Form. Each completed section of the form will be awarded five points for a total of 20. Teachers are required to 1)State the SMART Goal (5pts) 2) Provide a detailed rational for the selection of the goal (5pts)3) Describe in depth how this goal will impact student achievement and what will be the evidence of learning (5pts) 4)Provide a detailed description or the results of the project including evidence of impact on student learning and teacher planning and preparation (5pts). Any section left blank or that does not address all requirements of the section will be scored a zero.

All available points earned will be added together to arrive at a total score that will be compared to the HEDI chart below.

#### HEDI Criteria

Highly Effective - 54-60

Effective - 27-53

Developing - 9-26

Ineffective - 0-8

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/5091/165731-eka9yMJ855/Multiple Measures Forms for Teacher APPR.pdf](#)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	The teacher exceeds the standards and applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning. Scores in this range are 54-60 points.
Effective: Overall performance and results meet NYS Teaching Standards.	The teacher applies relevant instructional practices that have a positive impact on student learning. Scores in this range are 27-53 points.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	The teacher is using relevant instructional practices but the practices need further refinement. With refinement, the impact on student learning can be increased. Scores in this range are 9-26 points.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	The practices are not being used or need reconsideration because they are not having their intended effects on student learning. Scores in this range are 0-8 points.

Provide the ranges for the 60-point scoring bands.

Highly Effective	54-60
Effective	27-53
Developing	9-26
Ineffective	0-8

#### 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	3
4.6) Observations of Probationary Teachers   Enter Total	5

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	2
4.7) Observations of Tenured Teachers   Informal/Short	3
4.7) Observations of Tenured Teachers   Total	5

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 Tuesday, November 20, 2012

Updated Tuesday, December 11, 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	54-60
Effective	27-53
Developing	9-26
Ineffective	0-8

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 Tuesday, November 20, 2012  
Updated Wednesday, December 12, 2012

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## 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/5265/243055-Df0w3Xx5v6/Teacher Improvement Plan\_1.doc*

### 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:

#### *Steps for Appeal Process*

##### *Step 1*

*The teacher shall present his/her appeal, in writing, to his/her evaluator in an attempt to resolve it provided he/she does so within ten (10) school days of the date he/she is presented with the evaluation. 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 the 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. A meeting with the evaluator, the teacher and a union rep may be requested within the ten(10) days.

#### *Step 2*

*Within ten (10) school days of the receipt of an appeal, the administrator who issued the performance review must submit a 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 the deliberations related to the resolution of the appeal. The teacher initiating the appeal shall receive a copy of the response filed by the district, and any and all additional information submitted with the response, at the same time the school district files its response.*

#### *Step 3*

*If after the meeting in Step 2 the teacher wishes to appeal the response of the evaluator set forth above, the teacher shall present his/her appeal from the response of the evaluator, in writing to the Superintendent of Schools, or his/her designee within 5 business days. The Superintendent, or designee, shall notify the Teacher Evaluation Appeals Committee Chairperson of the need for a hearing. 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 and the decision of the evaluator to the teacher's appeal must also be submitted with the appeal. Any information not submitted at the time of the appeal shall not be considered. A written decision on the merits of the appeal shall be rendered no later than ten (10) school days from the date upon which the teacher filled his or her appeal with the Superintendent of Schools. The decision shall set forth the reasons and factual basis for determination on each of the specific issues raised in the teacher's appeal. If the appeal is sustained, the committee may set aside a rating if it has been affected by substantial error or defect, modify a rating if it is affected by substantial error or defect or order a new evaluation if procedures have been violated. A copy of the decision shall be provided to the teacher and the evaluator. If the appeal is denied, the rating will stand.*

#### *Teacher Evaluation Appeals Committee*

*The district Teacher Evaluation Appeals Committee will consist of three teachers appointed by the Federation and two administrators (whom are not the lead evaluator who wrote the evaluation being appealed), appointed by the district. All members serving on the Appeal Committee must have received training on the APPR process.*

#### *Exclusivity of Section 3012-c Appeal Procedure*

*The 3012-c appeal 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, except as otherwise authorized by law.*

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

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

*The 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 lead evaluators need to be certified. The District shall provide appropriate training and certify lead evaluators.*

*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 shall be the lead evaluator of a classroom teacher.*

*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. For teachers, an evaluator may be a principal or other trained administrator.*

*The Lackawanna City School District will utilize Erie 1 BOCES Network Team to provide training to evaluators and lead evaluators as well as contract out with the Danielson Group. Lead Evaluators will be certified by the Board of Education on an annual basis. Inter-rater reliability will be assured by having all administrators successfully trained by the same source for a minimum of two full days initially, and a half day once a month for the duration of the school year.*

## 6.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

- 
- Checked
- 

## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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

## 6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Wednesday, August 22, 2012

Updated Friday, December 21, 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):

Martin Road Elementary 3-6
Middle School 7-8
High School 9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Truman Elementary School	State-approved 3rd party assessment	AIMSweb

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.	At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score transformation), to ensure that all students' scores affect the result. Consistent with the New York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	90-100% of students met target  At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score

transformation), to ensure that all students' scores affect the result. Consistent with the New York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20.

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

45-89% of students met target.

At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score transformation), to ensure that all students' scores affect the result. Consistent with the New York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20.

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

15-44% of students met target.

At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score transformation), to ensure that all students' scores affect the result. Consistent with the New York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20.

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

0-14% of students met target.

At the end of the 2012-2013 school year, Pearson will provide participating districts with a report that includes teacher and principal APPR scores on a 0-to-20 point scale, along with the associated individual student ROI growth percentiles. Each APPR score will reflect the average ROI growth percentile of all of the students associated with the teacher or principal; the average is the mean percentile (using a z-score transformation), to ensure that all students' scores affect the result. Consistent with the New

York State HEDI classification system, an average ROI growth percentile of 50 will be converted to an APPR score of 13, and the range of average ROI growth percentiles will correspond to APPR scores from 0 to 20.

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 Monday, November 19, 2012  
Updated Wednesday, January 02, 2013

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## Page 1

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Martin Road Grades 3-6	(d) measures used by district for teacher evaluation	NYS Grades 3-6 ELA Exam, NYS Grades 3-6 Math Exam, NYS Grade 4 Science Exam
Lackawanna Middle School	(d) measures used by district for teacher evaluation	NYS Grades 7-8 ELA Exam, NYS Grades 7-8 Math Exam, NYS Grade 8 Science Exam
Lackawanna High School	(d) measures used by district for teacher evaluation	NYS Regents 11 English Exam, NYS Integrated Algebra Exam, NYS Regents Earth Science Exam
Truman Elementary School	(d) measures used by district for teacher evaluation	AIMSweb

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

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

<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>Martin Road Elementary Building-Wide PI based on the All Students Category for ELA, Math, and Science. The formula for this calculation is <math>ELA\ PI + Math\ PI + Science\ PI / 600 * 15</math></p> <p>Lackawanna Middle School Building-Wide PI based on the All Students Category for ELA, Math, and Science. The formula for this calculation is <math>ELA\ PI + Math\ PI + Science\ PI / 600 * 15</math></p> <p>Lackawanna High School Building-Wide PI based on the All Students Category for ELA, Math, and Earth Science Regents Percent Proficient (65 or better). The formula for this calculation is <math>ELA\ PI + Math\ PI + Earth\ Science\ Regents / 500 * 15</math></p>
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Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.

Martin Road Elementary Building-Wide PI based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$   
Lackawanna Middle School Building-Wide PI based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$   
Lackawanna High School Building-Wide PI based on the All Students Category for ELA, Math, and Earth Science Regents Percent Proficient (65 or better). The formula for this calculation is  $ELA\ PI + Math\ PI + Earth\ Science\ Regents / 500 * 15$

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

Martin Road Elementary Building-Wide PI based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$   
Lackawanna Middle School Building-Wide PI based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$   
Lackawanna High School Building-Wide PI based on the All Students Category for ELA, Math, and Earth Science Regents Percent Proficient (65 or better). The formula for this calculation is  $ELA\ PI + Math\ PI + Earth\ Science\ Regents / 500 * 15$

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

Martin Road Elementary Building-Wide PI based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$   
Lackawanna Middle School Building-Wide PI based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$   
Lackawanna High School Building-Wide PI based on the All Students Category for ELA, Math, and Earth Science Regents Percent Proficient (65 or better). The formula for this calculation is  $ELA\ PI + Math\ PI + Earth\ Science\ Regents / 500 * 15$

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

Martin Road Elementary Building-Wide PI based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$   
Lackawanna Middle School Building-Wide PI based on the All Students Category for ELA, Math, and Science. The formula for this calculation is  $ELA\ PI + Math\ PI + Science\ PI / 600 * 15$   
Lackawanna High School Building-Wide PI based on the All Students Category for ELA, Math, and Earth Science Regents Percent Proficient (65 or better). The formula for this calculation is  $ELA\ PI + Math\ PI + Earth\ Science\ Regents / 500 * 15$

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
Truman Elementary PK-2	(d) measures used by district for teacher evaluation	Lackawanna City School District Developed Grade 1 and Grade 2 End of Year Course Specific ELA Assessments,

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The Truman Elementary Principal will earn points in the local measures of student achievement category based on the average of 1st and 2nd grade student achievement on referenced end of year grade specific ELA assessment that was locally developed. Each point on the HEDI scale will be earned by an average achievement score in increments 5% points. For example, an overall student achievement percent of 70 would equal 14 points. All averages that fall between two points will rounded up.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals in this category will have a student percent average of 90-100%
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals in this category will have a student percent average of 45-85%.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals in this category will have a student percent average of 15-40%
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Principals in this category will have a student percent average of 0-10%

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.

*(No response)*

### 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.

*Truman Elementary Building Principal - The Truman Elementary Principal will earn points in the local measures of student achievement category based on the average of 1st and 2nd grade student achievement on referenced end of year grade specific ELA assessment that was locally developed. Each point on the HEDI scale will be earned by an average achievement score in increments 5% points. For example, an overall student achievement percent of 70 would equal 14 points. All averages that fall between two points will rounded up.*

*All other Building Principals will have a single measure therefore this section is not applicable.*

### 8.5) Assurances

Please check all of the boxes below:

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

# 9. Other Measures of Effectiveness (Principals)

Created Monday, November 19, 2012

Updated Friday, December 21, 2012

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## Page 1

### 9.1) Principal Practice Rubric

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

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

*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.	(No response)
9.3) Assurances -- Goals   Assure that any other goals, if applicable, shall address quantifiable and verifiable improvements in academic results or the school's learning environment (e.g. student or teacher attendance).	(No response)

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

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

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

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

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

(No response)

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

*The process for assigning points in the practice rubric will be a recording of the value from 0-4 on the designated rubric. Scores in each section will be added together for a total point value. If a score falls between two numbers it will be rounded up. Please see the attached table for the assignment of points.*

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/5143/241321-pMADJ4gk6R/Principal APPR Forms.PDF](#)

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

Highly Effective: Overall performance and results exceed standards.	Overall performance and results exceed standards: 146-160 rubric points
Effective: Overall performance and results meet standards.	Overall performance and results meet standards: 131-145 rubric points
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet standards: 116-130 rubric points
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet standards: 0-115 rubric points

Please provide the locally-negotiated 60 point scoring bands.

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

## 9.8) School Visits

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

### **Probationary Principals**

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

### **Tenured Principals**

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

# 10. Composite Scoring (Principals)

Created Wednesday, August 22, 2012

Updated Tuesday, December 11, 2012

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## Page 1

### **Standards for Rating Categories**

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

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

#### **growth or achievement**

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

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

#### **Highly**

#### **Effective**

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

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

Overall performance and results exceed ISLLC leadership standards.

#### **Effective**

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

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

Overall performance and results meet ISLLC leadership standards.

#### **Developing**

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

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

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

#### **Ineffective**

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

**18-20**

**18-20**

**Ranges determined locally--see below**

**91-100**

**Effective**

**9-17**

**9-17**

**75-90**

**Developing**

**3-8**

**3-8**

**65-74**

**Ineffective**

**0-2**

**0-2**

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

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

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

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

**Growth or Comparable Measures**

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

**Other Measures of Effectiveness**

**(60 points)**

**Overall**

**Composite Score**

**Highly Effective**

22-25

14-15

Ranges determined locally--see above

91-100

**Effective**

10-21

8-13

75-90

**Developing**

3-9

3-7

**65-74**

**Ineffective**

**0-2**

**0-2**

**0-64**

# 11. Additional Requirements - Principals

Created Tuesday, November 20, 2012

Updated Tuesday, December 11, 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/5276/243002-Df0w3Xx5v6/Principal Improvement Plan.doc](assets/survey-uploads/5276/243002-Df0w3Xx5v6/Principal%20Improvement%20Plan.doc)

### 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:

*Section VI: Appeal Process*

*Lackawanna City School District*

*Principal APPR Appeal Process*

**CHALLENGES IN AN APPEAL:**

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

*(1) The substance of the annual professional review;*

(2) The adherence to Commissioner's Regulations, as applicable to such reviews;

(3) Compliance with applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and

(4) The school district's issuance and/or implementation of the terms of the principal improvement plan.

(5) The school district's adherence to standards and methodologies required for such reviews

**RATINGS THAT MAY BE APPEALED:**

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

**PROHIBITION AGAINST MORE THAN ONE APPEAL:**

A principal may not file multiple appeals regarding the same performance review; however each appeal will be afforded the opportunity to work through all phases outlined below. All grounds of appeal must be raised with specificity within such appeal. Any grounds not raised shall be deemed waived. In an appeal, the principal has the burden of demonstrating a clear legal right to the relief requested and the burden of establishing the facts upon which he or she seeks relief.

**BURDEN OF PROOF:**

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

**TIME FRAME FOR FILING APPEAL:**

All appeals shall be filed in writing no later than fifteen (15) business days of the date when the principal receives their final and complete annual professional performance review and or receipt of the issuance of a principal improvement plan. An appeal of the implementation of an improvement plan shall be within fifteen (15) business days of the failure of the district to implement any component of the plan. The act of mailing the appeal shall constitute filing. Delivery to the Superintendent shall constitute filing. The failure to file an appeal within these timeframes shall be deemed a waiver of the right to appeal and the appeal shall be deemed abandoned. An extension of the time in which to appeal may be granted by the superintendent upon written request, which shall not be reasonably withheld, provided the extension requested is no longer than fifteen (15) business days.

When filing an appeal, the principal must first submit a written challenge and description of the specific areas of disagreement over his or her performance review, or the issuance and/or implementation of the terms of his or her improvement plan. Supportive evidence about the challenges may also be submitted with the appeal. The performance review and/or improvement plan being challenged must also be submitted with the challenge/appeal. The district upon written request must provide any additional written documents or materials relevant to the challenge/appeal for the same. Negative inferences may be drawn from the failure of the school district to provide the requested documents.

An evaluation shall not be placed in a principal's personnel file until either the expiration of a fifteen (15) business day period during which an appeal could be filed by the principal or the conclusion of the appeal process described in this document, whichever is later.

**TIME FRAME FOR DISTRICT RESPONSE:**

Within fifteen (15) calendar days of receipt of a challenge/ appeal, the Superintendent must submit a detailed written response to the challenge/ appeal to the council president and appellant. The superintendent's response must include all additional documents or written materials relevant to the point(s) of disagreement that support the district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the district in deliberations related to the resolution of the appeal.

**DECISION PROCESS FOR APPEAL:**

(1) For a principal who received a rating of highly effective or effective removed developing, the principal may submit a written statement outlining the basis for the disagreement to be included in his or her file along with the disputed Annual Professional Performance Review.

(2) If a removed tenured principal received a rating of ineffective or developing and disagrees with the superintendent's response to the appellant's initial challenge, the principal may submit a written statement explaining in detail the reason(s) for disagreement with the response to the superintendent of schools within seven (7) business days of receipt of the superintendent's initial response. A meeting with the principal will be scheduled by the superintendent and take place within ten (10) business days to discuss the challenge/appeal. The Council President or designee will participate in the meeting. The Superintendent may, at this phase amend the principal's final evaluation to "effective, or highly effective". If after this meeting the principal still disagrees with the superintendent's decision, he or she may initiate an appeal to be heard by an external hearing officer within ten days. At no point can this process result in a lowering the evaluation of the appellant.

(3) The Superintendent and Council President or Council designee, must meet within five (5) business days after the principal has deemed the superintendent's response unacceptable and has requested the appeal to be heard by an external hearing officer to select said officer from a mutually agreed upon list. Such list will be mutually agreed upon by the Superintendent and Council President or council designee by August 1st annually. All costs for the services of the hearing officer will be paid by the district.

(4) The external hearing officer and principal will meet within ten (10) business days of the written response to review the appeal and either modify the principal evaluation rating or deny the appeal. The appeal hearing shall be conducted in no more than one (1) business day unless extenuating circumstances are present and all parties agree to a second day. All costs for release time of the principal and council representation, i.e. president or designee will be paid by the district.

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

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

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

The 3012-C appeal procedure shall constitute the means for initiating, reviewing, and resolving and all challenges to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for resolution of challenges and appeals related to a professional performance review and/or improvement plan.

### 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 Superintendent will be the lead evaluator for the evaluation of principals. The Board of Education will certify the Superintendent by resolution once the Superintendent produces evidence that the training requirements have been met. The Board of Education will recertify its lead evaluator on an annual basis taking into consideration any additional updated training that may be required in subsequent years.*

*The Superintendent as lead evaluator will be trained by the Leadership and Learning Center, or Erie 1 BOCES Turn Key Staff, for a full day of overall comprehensive training on the Reeves Leadership Performance Matrix Principal Practice Rubric. In addition, the Superintendent will participate in bi-monthly follow up training to review the lead evaluator's practice in utilizing the rubric.*

*Since the training will come from the vendor, or an approved Erie 1 BOCES turn-key trainer responsible for the rubric, inter rater reliability will be ensured by the consistency of the training completed through all of the districts using the rubric. The one source of training will help this district's lead evaluator score similar to other evaluators who received the same training throughout the state.*

### 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

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• Checked

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## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.6) Assurances -- Principals   Assure that principals will receive timely and constructive feedback as part of the evaluation process.	Checked
11.6) Assurances -- Principals   Assure the district has appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.	Checked

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created Wednesday, August 22, 2012

Updated Thursday, January 03, 2013

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### Page 1

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

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

<assets/survey-uploads/5581/165732-3Uqgn5g9Iu/APPR Joint Signature Form.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 RANGES for the State Comparable Measures SLO Target**

0-14 % Ineffective		15- 44 % Developing		45- 89 % Effective		90 -100 % Highly Effective	
0	0	3	15-19 %	9	45-49 %	18	90-93%
1	1-6 %	4	20-24 %	10	50 -54 %	19	94-97%
2	7-14 %	5	25-29 %	11	55-59 %	20	98-100%
		6	30-34 %	12	60 – 64 %		
		7	35-39 %	13	65 – 69 %		
		8	40-44 %	14	70 – 74%		
				15	75-79%		
				16	80-84%		
				17	85-89%		





## Classroom Walkthrough Observation Checklist

This form is used during the Walkthrough to record evidence that supports instructional expectations. Walkthrough focus areas will be aligned with the Framework for Teaching Components of Professional Practice and the District CDEP Goals. Unannounced classroom Walkthroughs will take place three times per year and will be scored on a five point checklist. The scores of the three Walkthroughs will be averaged.

(To be completed prior to Walkthrough)

Principal will notify staff prior to beginning walkthroughs of what expectations are.

Principal will provide walkthrough feedback within two school days.

Walkthroughs will take place three times per year within a 30 day window, to be determined by the building principal, from September 15 through June 1<sup>st</sup>.

↑

Walkthrough #1	Walkthrough #2	Walkthrough #3
#1		
#2		
#3		
#4		
#5		

Comments:

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## Professional Growth Goal-Setting Form

Teacher's Name: \_\_\_\_\_

Grade/Subject Taught: \_\_\_\_\_ Date: \_\_\_\_\_

Supervising Administrator: \_\_\_\_\_

### Goal-setting process

- Use the *Framework for Teaching* Descriptors of Practice, Component Level to complete a self-assessment of your teaching practice.
- Review the data and feedback provided from previous observations.
- Complete this form to indicate the domain(s) and component(s) selected for growth, and provide information describing how you will improve in the selected areas, and how you will measure / document growth.
- Use this form to refine goals and to develop professional growth plans.

### Goal:

Domain: \_\_\_\_\_ Component(s) \_\_\_\_\_ Element(s) \_\_\_\_\_

Rationale for selecting this goal: 1pt

Steps to achieve the goal: 1pt

Method(s)/procedure(s) for gathering evidence: 1pt

How will you measure progress? 1pt.

Reflection: 1pt.

\_\_\_\_\_  
Signature of Teacher:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Administrator:

\_\_\_\_\_  
Date

## Assessment Analysis and Instructional Plan

Teacher \_\_\_\_\_ Building \_\_\_\_\_

Administrator \_\_\_\_\_ Date \_\_\_\_\_

Assessments to be reviewed:

Assessment	Point Value	Date Completed
NYS assessment review from most recent administration or local common final exam in content areas without a NYS assessment.	1	
First Quarter Common Assessment, as determined by content area or grade level	1	
Second Quarter Common Assessment, , as determined by content area or grade level	1	
Third Quarter Common Assessment, , as determined by content area or grade level	1	
Fourth Quarter Common Assessment, , as determined by content area or grade level	1	

To receive credit each data review must be followed up with written data analysis using the format on the following pages.

## Step 1

Data Team:

Date of Meeting:

Assessment:

Teacher	# Student	# Proficient and Higher	% Proficient and Higher	# Close to Proficiency	% Close to Proficiency	Students Close to Proficiency	# Far to Go But Likely to Become Proficient	% Far to Go But Likely to Become Proficient	Students Far to Go But Likely	# Intervention (Far to Go But Not Likely to Become	% Intervention (Far to Go But Not Likely to Become	Intervention Students (Far to
<b>TEAM</b>												

## Step 2

Identify strengths and performance errors. Please indicate one priority per student group.

<b>Students Proficient or Higher on Rubric Specific to the Assessment</b>	
<b>Performance Strengths</b>	<b>Inference</b>
<b>Next Steps</b>	<b>Inference</b>

<b>Students Close to Proficient on Rubric Specific to the Assessment</b>	
<b>Performance Strengths</b>	<b>Inference</b>

Performance Errors and Misconceptions	Inference

**Step 2** *(Continued)*

Students Far to Go on Rubric Specific to the Assessment	
Performance Strengths	Inference
Performance Errors and Misconceptions	Inference

**Intervention Students on Rubric Specific to the Assessment**

<b>Performance Strengths</b>	<b>Inference</b>
<b>Performance Errors and Misconceptions</b>	<b>Inference</b>

## Classroom Post-Observation Summary Form

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Pre / Post Conference Held: Y / N Date \_\_\_\_\_

Participation Points – 2 , please see question  
the back of this page

form on

This document is to be used in conjunction with the Danielson Frameworks Rubric(2007)

<p><b>Domain I. Planning and Preparation</b></p> <ul style="list-style-type: none"> <li>• Knowledge of content and pedagogy</li> <li>• Knowledge of students</li> <li>• Setting instructional outcomes</li> <li>• Knowledge of resources</li> <li>• Designing coherent instruction</li> <li>• Designing student assessments</li> </ul> <p>There are 22 elements in domain I. Each element will be rated HE, E, D, I and assigned a point value from 4-1 respectively. Zero points will be assigned if no criteria is met. Points for this domain will be tallied and the scale to the left applied.</p>	<p><b>Rubric Scale:</b>            6 points = 74-88            5 points = 59-73            4 points = 44-58            3 points = 29-43            2 points = 14-28            1 point = 1 -14            0 points = no criteria met</p> <p><b>Domain Total:</b> _____6 points</p> <p><b>Comments:</b></p>
<p><b>Domain II. Classroom Environment</b></p> <ul style="list-style-type: none"> <li>• Climate of respect and rapport</li> <li>• Culture for learning</li> <li>• Managing classroom procedures</li> <li>• Managing student behavior</li> <li>• Organizing physical space</li> </ul> <p>There are 15 elements in domain II. Each element will be rated HE, E, D, I and assigned a point value from 4-1 respectively. Zero points will be assigned if no criteria is met. Points for this domain will be tallied and the scale to the left applied.</p>	<p><b>Rubric Scale:</b>            6 points = 50-60            5 points = 40-49            4 points = 30-39            3 points = 20-29            2 points = 10-19            1 point = 1-9            0 points = no criteria met</p> <p><b>Domain Total:</b> _____6 points</p> <p><b>Comments:</b></p>
<p><b>III. Instruction</b></p> <ul style="list-style-type: none"> <li>• Communication with students</li> <li>• Using questioning and discussion techniques</li> <li>• Engaging students in learning</li> <li>• Using assessment in instruction</li> <li>• Flexibility and responsiveness</li> </ul> <p>There are 18 elements in domain III. Each element will be rated HE, E, D, I and assigned a point value from 4-1 respectively. Zero points will be assigned if no criteria is met. Points for this domain will be tallied and the scale to the left applied.</p>	<p><b>Rubric Scale:</b>            6 points = 61-72            5 points = 49-60            4 points = 37-48            3 points = 25-36            2 points = 13-24            1 point = 1-12            0 points = no criteria met</p> <p><b>Domain Total</b> _____6 points</p> <p><b>Comments:</b></p>

Observers Signature \_\_\_\_\_

Teacher's Signature \_\_\_\_\_

## Lesson Reflection Form

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

*This document is provided to assist teachers in preparing for your post-observation conference. It provides you with an opportunity to document your reflection (Domain 4) and will help to shape your discussion with your administrator. Teachers are strongly encouraged to review the following questions in preparation for the meeting*

As you reflect on the lesson, were the students cognitively engaged in the work? How do you know? (4a: Reflecting on Teaching; 3c: Engaging Students in Learning)

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Did the students learn what you expected them to learn? How do you know? If you do not know at this point, when will you know, and what will be evidence of their learning? (1c: Selecting Instructional Goals; 1f: Designing Student Assessments)

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How did the instructional strategies you chose support student learning? How do you know? (1e: Designing Coherent Instruction)

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What have you done to promote a culture for learning in your classroom? (2b: Culture for Learning)

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Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so, how, and for what reason? (3d: Using Assessment in Instruction; 3e: Demonstrating Flexibility & Responsiveness)

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If you had the opportunity to teach this lesson again to the same group of students, what would you do differently? (4a: Reflecting on Teaching)

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Are there other thoughts about the lesson that you would like to share?

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## **Post Observation Format**

The purpose of the post observation/alternative evaluation conference is to create a dialogue between an administrator and a teacher. The facilitation of the process is incumbent on the administrator. He/she must be willing to have the teacher view their relationship in a non-threatening manner. The goal of these sessions is to build trust and establish a rapport which provokes genuine, open dialogue with the teacher about his/her professional development. The teacher needs to share his/her perceptions about specific job performance in each of the Domains. For example, the teacher should come prepared to post observation conferences prepared to discuss:

### **DOMAIN 1 – PLANNING & PREPARATION**

- The instructional goals of the lesson
- How the selection of materials best served the students

### **DOMAIN 2 – THE CLASSROOM ENVIRONMENT**

- Rationale for how you have organized the classroom. (ie. How does the room help to foster positive academic and social behaviors?)
- The connection between the structure of the classroom and student engagement.

### **DOMAIN 3 – INSTRUCTION**

- How were students engaged in the lesson?
- How did you monitor their progress?
- How did you use assessment information to formulate future instructional decisions?
- How did you provide feedback to students?

### **DOMAIN 4 – PROFESSIONAL & LEADERSHIP RESPONSIBILITIES**

- How do you evaluate your performance in the classroom?
- Please describe some areas of focus which represent short and long term goals for yourself.
- Are there any areas you would like to receive some assistance with?

### **POST CONFERENCE ADDITIONAL INFORMATION:**

There may be areas in which the teacher asks for specific help. Working together to affect positive improvement should be the goal of the session. The expectation should be that teachers will be reflective about their practice, will recognize that there may be some areas in which they have established short and long term goals for, and, will need some guidance as to how best to move forward with creating action plans for achieving their goals.

## Post-observation Conference Agenda

Teacher's Name: \_\_\_\_\_

Supervising Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

### Agenda and Meeting Notes

#### Review / discuss teacher reflection on the lesson (4a: Reflecting on Teaching)

- *Teacher will/may have the reflection form completed for the conference*
- *Lesson plans and lesson artifacts (materials, assessments, etc.) may be presented by the teacher for review*

Notes:

#### Review / discuss evidence collection

Notes:

#### Review / discuss formal observation summary form

Notes:

#### Discussion

- *What strategies might help the teacher achieve his/her goals?*
- *What strengths were observed in the lesson that present opportunities for additional growth?*
- *What resources or supports would help students achieve or support the teacher's work?*

Notes:

#### Other

Notes:

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher signature acknowledges review and receipt of forms, but does not necessarily indicate agreement.

Administrator signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Section III: “Other Measures” of Effectiveness (60 HEDI points)**

Lackawanna City School District

Building Principal Summative Evaluation

2012-2013

This evaluation template is based on the Reeves Leadership Performance Matrix. Rubric is attached.

Principal:

Building:

Overall Rating:

Focus Area	Highly Effective- 4pts	Effective- 3.5 pts	Developing - 2.5pts	Ineffective – 0pt.
1.1 Constructive Reactions				
1.2 Willingness to Admit Error				
1.3 Disagreement				
1.4 Dissent				
1.5 Improvement of Specific Performance Areas				
<b>1.0 Summary Rating</b>	<b>Total :</b>			
2.1 Integrity				
2.2 Emotional Self-Control				
2.3 Ethical and Legal Compliance with Employees				
2.4 Tolerance				

2.5				
Respect				
<b>2.0</b>				
<b>Summary Rating</b>	<b>Total :</b>			
3.1				
Planning and Goal Setting				
3.2				
Student Achievement Results				
3.3				
Instructional Leadership Decisions				
3.4				
Student Requirements and Academic Standards				
3.5				
Student Performance				
<b>3.0</b>				
<b>Summary Rating</b>	<b>Total :</b>			
4.1				
Factual Basis for Decisions				
4.2				
Decision- Making Structure				
4.3 Decisions Linked to Vision				
4.4 Decisions Evaluated for Effectiveness				
<b>4.0 Summary Rating</b>	<b>Total :</b>			
5.1 Two-Way Communication with Students				
5.2 Two-Way Communication with Faculty and Staff				
5.3 Two-Way Communication with Parents and Community				

5.4 Analysis of Input and Feedback				
5.0 Summary Rating	Total :			
6.1 Faculty Proficiencies and Needs				
6.2 Leading Professional Development				
6.3 Formal and Informal Feedback				
6.4 Modeling Coaching and Mentoring				
6.5 Recruitment and Hiring of Faculty				
6.0 Summary Rating	Total :			
7.1 Mentoring Emerging Leaders				
7.2 Identification of Potentially Future Leaders				
7.3 Delegation and Trust				
7.0 Summary Rating	Total :			
8.1 Organization of Time and Projects				
8.2 Fiscal Stewardship				
8.3 Project Objectives and Plans				
8.0 Summary Rating	Total :			
9.1 Use of Technology to Improve Teaching and Learning				
9.2 Personal Proficiency in Electronic Communication				
9.0 Summary Rating	Total :			
10.1 Personal Understanding of Research Trends				
10.2 Personal Professional Focus				
10.3 Professional Development Focus				
10.4 Application of Learning				
10.0 Summary Rating	Total :			

## Principal's Leadership and Management

### APPR % Point Conversion Chart for "other 60%"

59-60 Points		57-58 Points		50-56 Points		0-49 Points	
Highly Effective		Effective		Developing		Ineffective	
60	153-160	58	138-145	56	128-130	49	115
59	146-152	57	131-137	55	126-127	45	114
				54	124-125	41	113
				53	122-123	37	112
				52	120-121	33	111
				51	118-119	30	110
				50	116-117	27	90-109
						24	80-89
						21	70-79
						18	60-69
						15	50-59
						12	40-49
						9	30-39
						6	20-29
						3	10-19
						0	0-9

### Assessment Summary: REEVES LEADERSHIP MATRIX

Rubric Performance Levels and Score Scale	
Performance Level	Point ranges negotiated (subject to negotiated revision should NYSED ranges change)
Highly Effective	59-60
Effective	57-58
Developing	50-56
Ineffective	0-49

Points Awarded 0-60: \_\_\_\_\_

Overall Rating:    Highly Effective    Effective    Developing    Ineffective

**Scoring Ranges:** The Commissioner will review specific scoring ranges annually before the start of each school year and recommend any changes to Board of Regents. For the 2012-13 school year, these will be.

Level	Measures of Student Growth (20)	Local Measures of student achievement (20)	Reeves Leadership Performance Matrix Rubric (60)	Overall Composite Score (100)
Ineffective	(0-2)	(0-2)	(0-15)	(0-64)
Developing	(3-11)	(3-11)	(16-30)	(65-74)
Effective	(12-17)	(12-17)	(31-45)	(75-90)
Highly Effective	(18-20)	(18-20)	(46-60)	(91-100)

**SECTION IV: Overall Evaluation Summary**  
**Lackawanna City School District**  
**Principal Annual Professional Performance Review Summary**

Principal's Name \_\_\_\_\_  
 School \_\_\_\_\_  
 School Year \_\_\_\_\_  
 Superintendent \_\_\_\_\_  
 Visit Dates 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
 Date of Evaluation conference \_\_\_\_\_

Evaluation Component	Point Range	Points Earned	Comments
State Student Achievement Growth Percentile Score	0-20		
Locally selected measures of student achievement score	0-20		
Other measures of performance: 1. Supervisor's Assessment of REEVES LEADERSHIP MATRIX. To include: Specified Items in Section 1, 5A,B,C	0-60		
Overall Total Points	0-100		

SED Scale (2012-2013)	
Highly Effective	91-100
Effective	75-90
Developing	65-74
Ineffective	0-64

**APPR Overall Rating (HEDI):** \_\_\_\_\_

Signatures: Superintendent:

Date:

Principal:

Date:

## **SECTION V: IMPROVEMENT PLAN**

### **Lackawanna City School District**

#### **Principal Improvement Plan Process**

Upon rating a principal as ineffective or developing, an improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced not later than ten (10) days after the start of a school year. The Superintendent, in conjunction with the principal must develop an improvement plan that contain:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment, including documentation that highlights the basis for the sub-effective rating.

- Specific improvement goal/outcome statements.
- Specific improvement action steps/activities.
- A reasonable time line for achieving improvement.
- Required and accessible resources to achieve goal.
- A formative evaluation process documenting meetings strategically scheduled throughout the year: the first between December 1 and December 15 and the second between March 1 and March 15. A written summary of feedback on progress shall be given within five (5) business days of each meeting.
- A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
- A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

**Lackawanna City School District**  
**Principal Improvement Plan (PIP)**

Name \_\_\_\_\_

School Building \_\_\_\_\_

Academic Year \_\_\_\_\_

**Deficiency that Promulgated the "developing or ineffective" performance rating:**

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**Documentation/Evidence/Artifacts that highlights areas of deficiency:**

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**Improvement Plan/Outcome:**

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**Action Steps/Activities:**

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**Timeline for Completion:**

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**Required and Accessible Resources (including responsibility for provision):**

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**Improvements made and documented:**

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

December \_\_\_\_\_

March \_\_\_\_\_

Other, if needed \_\_\_\_\_

**Evidence of Plan Achievement:**

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**Principal Signature** \_\_\_\_\_

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

**Superintendent's Signature:** \_\_\_\_\_

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

## **Annual Professional Performance Review Process Teacher Improvement Plan**

Purpose: Assistance plan for teachers who are rated as developing or ineffective through an annual professional performance review. The TIP is to be implemented no later than 10 workdays after the date on which teachers are required to report prior to the opening of classes for the school year. For the 2013-2014 school year, that date is September 17, 2013.

### **Purpose of the awareness plan is to:**

- Demonstrate the district commitment to the ongoing growth of teacher's professionalism and implementation of district wide initiatives.
- Improve teacher performance
- Provide a more directed intensive support
- The plan will include:
  - Defined specific standards based goals
  - Activities to support improvement
  - Manner improvement will be assessed
  - Definite timeline for achieving improvement

### **Teacher Improvement Plan**

#### Steps

1. Teacher has been notified of the need for additional professional growth during the school year or at the APPR conference.
2. Develop plan – Teacher Improvement Plan form provided to identify steps for growth which may include
  - Written submitted weekly lesson plans, student work, and unit plans
  - Participation in targeted professional development opportunities
3. Participate in classroom observation – Participate in observing other classrooms teachers and follow up with reflective session as established in the plan.
4. Participate in District Mentoring program as established in the plan.
5. Participate in bi-monthly progress review conferences with your administrator as established in the plan.
6. At the end of the identified and agreed upon timeframe, the Final Review document and conference will determine:
  - If a teacher demonstrates improvement and attainment of goals (as stated in the plan) he/she will no longer participate in the Teacher Improvement Plan
  - The teacher does not demonstrate improvement or attainment of goals and is identified for continuation of a Teacher Improvement Plan for a second year.

Teacher's Name \_\_\_\_\_

Evaluator's Name \_\_\_\_\_

Start Date of Plan: \_\_\_\_\_

Domain 1 - Planning & Preparation	Domain 2 – The Classroom Environment	Domain 3 – Instruction	Domain 4 – Professional Responsibilities
<p><b>__1a Content &amp; Pedagogy</b>                      NYSTS: 1.2.c, 2.1.a, 2.1.b, 2.1.c, 2.5.b, 3.1.b</p> <p><b>__1b Knowledge of Students</b>                      NYSTS: 1.1a, 1.1.b, 1.2.a, 1.4.a, 1.4.b, 1.5.c</p> <p><b>__1c Instructional Goals</b>                      NYSTS: 1.2.b, 2.2.b, 5.1.a, 5.2.c</p> <p><b>__1d Knowledge of Resources</b>                      NYSTS: 1.5.a, 1.5.b, 2.6.b, 2.6.e, 3.4.b, 3.5d</p> <p><b>__1e Coherent Instruction</b>                      NYSTS: 1.2.a, 1.2.c, 1.3.b, 2.1.d, 2.1.e, 2.3.a, 2.4.a, 3.1.a, 3.2.e</p> <p><b>__1f Student Learning</b>                      NYSTS: 1.1.c, 1.3.a, 1.6.a, 1.6.b, 2.4.c, 3.6.a, 5.1.d, 5.1.e, 5.1.f, 5.1.g, 5.4.b, 5.4.c, 5.4.a, 5.4.c, 5.4.e</p>	<p><b>__2a Classroom Environment</b>                      NYSTS: 2.2.a, 2.2.b, 3.5.b, 4.1.a, 4.1.b, 4.1.d, 4.3.d</p> <p><b>__2b Culture for Learning</b>                      NYSTS: 4.1.e, 4.2.a, 4.2.f, 4.3.b, 4.3.c, 4.4.c</p> <p><b>__2c Classroom Procedures</b>                      NYSTS: 4.3.a, 4.3.b</p> <p><b>__2d Student Behavior</b>                      NYSTS: 4.3.a</p> <p><b>__2e Physical Space</b>                      NYSTS: 2.6.a, 4.4.a, 4.4.e, 4.4.d</p>	<p><b>__3b Techniques</b>                      NYSTS: 2.2.c, 2.2.d, 2.2.e, 2.3.c, 2.5.a, 3.2.b, 3.5.a, 3.5.c, 3.5.d, 4.2.e</p> <p><b>__3c Student Learning</b>                      NYSTS: 2.3.b, 2.6.c, 3.1.c, 3.3.a, 3.3.c, 3.4.c, 4.2.c, 4.2.d, 5.5.a</p> <p><b>__3d Student Feedback</b>                      NYSTS: 2.3.d, 2.5.c, 3.6.b, 4.2.b, 5.1.a, 5.1.b, 5.1c, 5.2.b, 5.2.d, 5.5.b, 5.5.d</p> <p><b>__3e Flexibility &amp; Responsiveness</b>                      NYSTS: 1.1.c, 3.2.c, 3.4.a, 3.6.c</p>	<p><b>__4a Reflecting</b>                      NYSTS: 6.1.c, 7.1.a, 7.1.b, 7.1.c, 7.2.a</p> <p><b>__4b Accurate Records</b>                      NYSTS: 5.2.a, 5.a.c, 5.2.c, 5.4.a, 6.4.a, 6.4.b, 6.4.c</p> <p><b>__4c Communication</b>                      NYSTS: 6.3.a, 6.3.b, 6.3.c</p> <p><b>__4d School Contribution</b>                      NYSTS: 6.2.a, 6.2.b, 6.2.c, 6.2.d, 6.4.d</p> <p><b>__4e Professional Growth</b>                      NYSTS: 6.1.e, 6.2.e, 7.2.b</p> <p><b>__4f Professionalism</b>                      NYSTS: 6.1.a, 6.1.b, 6.1.d, 6.1.f, 6.5.a, 6.5.b, 6.5.c, 6.5.d, 6.5.e</p>

Add rows as needed.

Definition of the Problem	Defined specific standards based goals	Activities to support improvement	Manner improvement will be assessed	Definite timeframe for achieving improvement

**Comments:**

**Summative Evaluation/Rating (Description of Achievement Goal):**

\_\_\_\_\_  
Teacher's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's signature

\_\_\_\_\_  
Date

**Date of Termination of Plan:** \_\_\_\_\_ **Teacher's Initials** \_\_\_\_\_ **Evaluator's Initials** \_\_\_\_\_

**Definitions as applicable to plan of assistance:**

**Definition of the Problem** – Description of precise problem as related to the district's evaluation criteria.

**Statement of Objective** – Reflects what future or improved behavior will look like.

**Agreed upon Intervention Strategies/Data Collection** – Expected course of action as agreed upon with evaluator.

**Timeframe** – Anticipated plan for completion of agreed upon goal.

**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**

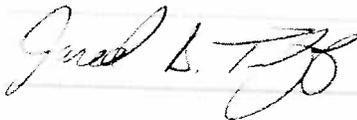
Superintendent Signature: Date: 01/03/13



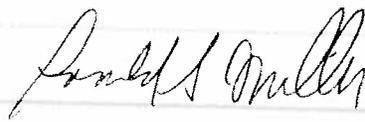
Teachers Union President Signature: Date:

 1/4/13

Administrative Union President Signature: Date:

 1/3/13

Board of Education President Signature: Date:

 1/3/13