



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

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Commissioner of Education  
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July 16, 2015

**Revised**

Anne G. Spadone, Superintendent  
Lackawanna City School District  
245 South Shore Boulevard  
Lackawanna, NY 14218

Dear Superintendent Spadone:

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

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

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

Thank you again for your hard work.

Sincerely,

MaryEllen Elia  
Commissioner

Attachment

c: Dr. Lynn M. Fusco

**NOTE:**

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

# Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Wednesday, July 30, 2014

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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 considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district or BOCES, as necessary, as part of its review.

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

### 1. SCHOOL DISTRICT INFORMATION

#### 1.1) School District's BEDS Number : 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 SCHOOL DISTRICT

#### 1.3) Assurances

Please check all of the boxes below:

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

#### 1.4) Submission Status

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

Submission of material changes to an approved APPR plan

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

Created: 04/30/2013

Last updated: 06/22/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### 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 where there is no State-provided measure. Teachers with 50 – 100% of students covered by State-provided growth measures will receive a growth score from the State for the full Growth subcomponent score of their evaluation. Teachers with 0 – 49% of students covered by State-provided growth measures must have SLOs for the Growth subcomponent of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See Guidance for more detail on teachers with State-provided measures AND SLOs.)

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

#### **2.1) Assurances**

Please check the boxes below:

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

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

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

**For core subjects: grade 8 Science, 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 3<sup>rd</sup> 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 3<sup>rd</sup> party assessments
- District, regional, or BOCES-developed assessments provided that it is rigorous and comparable across classrooms
- School- or BOCES-wide, group or team results based on State assessments

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

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

## 2.2) Grades K-3 ELA

Using the drop-down boxes below, please first select the assessment that will be used for SLOs for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment. State assessments must be used where applicable. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Grades K-2, a beginning of the year CCLS aligned pre-assessment and a district developed post assessment of similar length, testing similar standards will be used as the measurements for the teacher Student Learning Objectives. The results of the assessment will then be applied to the HEDI rating scale for each individual student where a point value will be assessed based on the number of students who meet or exceed their individual targets. For Grade 3, an pre-assessment and the Grade 3 New York State ELA Assessment will be utilized to write Student Learning Objectives. The percentage of students meeting or exceeding their individual targets will then be applied to the HEDI criteria chart to assess a point value. Teachers will be setting individual targets based on the pre-assessment baseline and other available data for each individual student. Teachers are setting student growth targets and the building principal is approving all SLOs and student targets. See attached chart in 2.11 "The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth."
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% to 89% 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% to 44% 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. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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

	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For Grades K-2, a beginning of the year CCLS aligned pre-assessment and a district developed post assessment of similar length, testing similar standards will be used as the measurements for the teacher Student Learning Objectives. The results of the assessment will then be applied to the HEDI rating scale for each individual student where a point value will be assessed based on the number of students who meet or exceed their individual targets. For Grade 3, an pre-assessment and the Grade 3 New York State Math Assessment will be utilized to write Student Learning Objectives. The percentage of students meeting or exceeding their individual targets will then be applied to the HEDI criteria chart to assess a point value. Teachers will be setting individual targets based on the pre-assessment baseline and other available data for each individual student. Teachers are setting student growth targets and the building principal is approving all SLOs and student targets. See attached chart in 2.11 "The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth."
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% to 89% 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% to 44% 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 0-14%of their students reaching their targets.

## 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 Assessment

	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For grade 7 a pretest developed by the teacher will be administered at the start of the school year. An SLO will be written by the teacher, measured using the pretest and a district developed post test of approximately the same length as the pretest. 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 individual 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, 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. Teachers will be setting individual targets based on the pre-assessment baseline and other available data for each individual student. Teachers are setting student growth targets and the building principal is approving all SLOs and student targets. See attached chart in 2.11 "The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth."
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% to 89% 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% to 44% 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 0-14% their students reaching their targets.

## 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 Assessment
8	District, regional or BOCES-developed assessment	Lackawanna City School District Developed 8th Grade Social Studies Assessment

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

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 7 and 8 a pretest developed by the teacher, will be administered at the start of the school year. An SLO will be written by the teacher, measured using the pretest and a district developed post test. 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. Teachers will be setting individual targets based on the pre-assessment baseline and other available data for each individual student. Teachers are setting student growth targets and the building principal is approving all SLOs and student targets. See attached chart in 2.11 "The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth."
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% to 89% 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% to 44% or their students reaching their targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14% Teachers receiving this designation will have 14% or less of their students reaching their targets.

## 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 Assessment

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

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

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 Global I, a pre-assessment developed by the teacher, will be administered at the start of the school year. An SLO will be written by the teacher, using the pre-assessment. 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 individual 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 US History a pre-test developed by the teacher. 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. Teachers will be setting individual targets based on the pre-assessment baseline and other available data for each individual student. Teachers are setting student growth targets and the building principal is approving all SLOs and student targets. See attached chart in 2.11 "The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth."
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% to 89% 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% to 44% of their students reaching their targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14% Teachers receiving this designation will have 14% or less of their students reaching their targets.

## 2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pretest developed by the teacher, will be administered at the start of the school year. An SLO will be written by the teacher using the pre-test information and the Regents Exam as a post-assessment. 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. Teachers will be setting individual targets based on the pre-assessment baseline and other available data for each individual student. Teachers are setting student growth targets and the building principal is approving all SLOs and student targets. See attached chart in 2.11 "The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth."
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% to 89% 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% to 44% of their students reaching their targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14% Teachers receiving this designation will have 14% or less of their students reaching their targets.

## 2.8) High School Math Regents Courses

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

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

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

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

NOTE: For Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	A pretest developed by the teacher will be administered at the start of the school year. An SLO will be written by the teacher utilizing the pre-test information and the Regents Exam as a post-assessment. 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. Teachers will be setting individual targets based on the pre-assessment baseline and other available data for each individual student. Teachers are setting student growth targets and the building principal is approving all SLOs and student targets. The District will be administering NYS Integrated Algebra Regents in addition to the NYS Common Core Algebra Regents. For students who are enrolled in Common Core Courses sitting for both assessments the higher of the two assessment scores will be used. The same process applies for the geometry Regents and CCLS exams. See attached chart in 2.11 "The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth."
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% to 89% 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% to 44% of their students reaching their targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14% Teachers receiving this designation will have 14% or less of their students reaching their targets.

## 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 Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Lackawanna City School District Developed English 10 Assessment
Grade 11 ELA	Regents assessment	NYS Comprehensive English Regents / Common Core English Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	For ELA 9 & 10 a pre-test developed by the teacher and the District developed grade and course specific post-assessment will be used to develop and SLO. The SLO will be written by the teacher. 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 individual 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 will be administered at the start of the school year. An SLO will be written by the teacher, 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. Teachers will be setting individual targets based on the pre-assessment baseline and other available data for each individual student. Teachers are setting student growth targets and the building principal is approving all SLOs and student targets. Students in CCLS courses will be sitting for both the NYS Comprehensive English Regents and the NYS Common Core Assessment. The higher of the two assessments will be used for determining if students target have been met. See attached chart in 2.11 "The district reserves the right to review all targets and require additional changes and is responsible for ensuring that targets represent one year grade level growth."
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% to 89% 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% to 44% of their students reaching their targets.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	0-14% Teachers receiving this designation will have 14% or less of their students reaching their targets.

## 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". Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2<sup>nd</sup> drop-down option applies to grades 3 and above and the 5<sup>th</sup> drop-down option applies to grades K-2.

	Course(s) or Subject(s)	Option	Assessment
	Truman Elementary - All Other Teachers in PK-2 Grade Building	District, Regional or BOCES-developed	Lackawanna City School District Developed Grade and Subject Specific Assessment
	All Other Teachers in 3-6 Grade Building	District, Regional or BOCES-developed	Lackawanna City School District Developed Grade and Subject Specific Assessment
	All other Teachers in 7-8 Grade Building	District, Regional or BOCES-developed	Lackawanna City School District Developed Grade and Subject Specific Assessment



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.

<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5364/165714-TXEttx9bQW/HEDI%20RANGES%20for%20the%20State%20Comparable%20Measures%20SLO%20Target\_2.doc">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/5364/165714-TXEttx9bQW/HEDI%20RANGES%20for%20the%20State%20Comparable%20Measures%20SLO%20Target\_2.doc</a>

### 2.12) Locally Developed Controls

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

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

(No 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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by SED (see: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> ).	Checked
Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
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

Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

### 3. Local Measures (Teachers)

Created: 04/30/2013

Last updated: 06/22/2015

For guidance on the Locally Selected Measures subcomponent, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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

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

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

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

Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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

### 3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Scholastic Reading Inventory
5	6(ii) School wide measure computed locally	Scholastic Reading Inventory
6	6(ii) School wide measure computed locally	Scholastic Reading Inventory
7	6(ii) School wide measure computed locally	Scholastic Reading Inventory
8	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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 use the Fall to Spring Lexile Growth Measure on the Scholastic Reading Inventory. Based on student entry point, targets are predetermined by Scholastic based on norms. The district will be using a building-wide measure on the Scholastic Reading Inventory. The District will use the Fall to Spring Lexile Growth Measure on the Scholastic Reading Inventory. Based on student entry point, targets are predetermined by Scholastic based on norms. The percent of students building-wide who reach benchmark will determine the local point score for all teachers at this level.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this category will have 90-100% of their students achieving stated targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this category will have 45-89% of their students achieving stated targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range have 15-44% of students achieving stated targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range have 0-14% of students achieving stated targets.

### 3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	Scholastic Reading Inventory
5	6(ii) School wide measure computed locally	Scholastic Reading Inventory
6	6(ii) School wide measure computed locally	Scholastic Reading Inventory
7	6(ii) School wide measure computed locally	Scholastic Reading Inventory
8	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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 use the Fall to Spring Lexile Growth Measure on the Scholastic Reading Inventory. Based on student entry point, targets are predetermined by Scholastic based on norms. The percent of students building-wide who reach benchmark will determine the local point score for all teachers at this level.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this category will have 90-100% of their students achieving stated targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this category will have 45-89% of their students achieving stated targets.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range have 15-44% of students achieving stated targets.

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

Teachers scoring in this range have 0-14% of students achieving stated targets.

### 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.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/553659-rhJdBgDruP/15%20and%2020%20Point%20Conversion%20Charts.docx>

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

### 3.4) Grades K-3 ELA

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	AIMSweb
1	6(ii) School-wide measure computed locally	AIMSweb
2	6(ii) School-wide measure computed locally	Scholastic Reading Inventory
3	6(ii) School-wide measure computed locally	Scholastic Reading Inventory

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For K-1 the District will calculate a building-wide measure using the percent of students who reach spring benchmark on the AIMSweb assessment measures as recommended by Pearson for the NYS APPR. The benchmark represents an individual growth target established by the vendor. For Grades 2 and 3, The District will use the Fall to Spring Lexile Growth Measure on the Scholastic Reading Inventory. Based on student entry point, targets are predetermined by Scholastic based on norms. The percent of students building-wide who reach benchmark will determine the local point score for all teachers at this level.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 90-100 % of their students achieve stated targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 45-89% of their students achieve stated targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 15-44% of students achieve stated targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 0-14% of students achieving stated targets.

### 3.5) Grades K-3 Math

Using the drop-down boxes below, select the measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	AIMSweb

1	6(ii) School-wide measure computed locally	AIMSweb
2	6(ii) School-wide measure computed locally	Scholastic Reading Inventory
3	6(ii) School-wide measure computed locally	Scholastic Reading Inventory

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For K-1 the District will calculate a building-wide measure using the percent of students who reach spring benchmark on the AIMSweb assessment measures as recommended by Pearson for the NYS APPR. The benchmark represents an individual growth target established by the vendor. For Grades 2 and 3, The District will use the Fall to Spring Lexile Growth Measure on the Scholastic Reading Inventory. Based on student entry point, targets are predetermined by Scholastic based on norms. The percent of students building-wide who reach benchmark will determine the local point score for all teachers at this level.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 90-100% of their students achieve stated targets.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 45-89% of their students achieve stated targets.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 15-44% of students achieve stated targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 0-14% of students achieving stated targets.

### 3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Common Branch Teachers
7	6(ii) School wide measure computed locally	Scholastic Reading Inventory
8	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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 Common Branch Teachers. For Grades 7 and 8, the District will use the Fall to Spring Lexile Growth Measure on the Scholastic Reading Inventory. Based on student entry point, targets are predetermined by Scholastic based on norms. The percent of students building-wide who reach benchmark will determine the local point score for all teachers at this level.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 90-100% of their students achieve stated targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 45-89% of their students achieve stated targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 15-44% of students achieve stated targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 0-14% of students achieving stated targets.

### 3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	Not applicable	Common Branch Teachers
7	6(ii) School wide measure computed locally	Scholastic Reading Inventory
8	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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 Common Branch Teachers. For Grades 7 and 8, The District will use the Fall to Spring Lexile Growth Measure on the Scholastic Reading Inventory. Based on student entry point, targets are predetermined by Scholastic based on norms. The percent of students building-wide who reach benchmark will determine the local point score for all teachers at this level.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 90-100% of their students achieve stated targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 45-89% of their students achieve stated targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 15-44% of students achieve stated targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 0-14% of students achieving stated targets.

### 3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Global 2	6(ii) School wide measure computed locally	Scholastic Reading Inventory
American History	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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.	For all teachers in Grades 9-12 the district will be using a building-wide measure on the Scholastic Reading Inventory. The District will use the Fall to Spring Lexile Growth Measure on the Scholastic Reading Inventory. Based on student entry point, targets are predetermined by Scholastic based on norms. The percent of students building-wide who reach benchmark will determine the local point score for all teachers at this level. The percent of students building-wide who reach benchmark will determine the local point score for all teachers at this level.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 90-100% of their students achieve stated targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 45-89% of their students achieve stated targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 15-44% of students achieve stated targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 0-14% of students achieving stated targets.

### 3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Earth Science	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Chemistry	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Physics	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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.	For all teachers in Grades 9-12 the district will be using a building-wide measure on the Scholastic Reading Inventory. The District will use the Fall to Spring Lexile Growth Measure on the Scholastic Reading Inventory. Based on student entry point, targets are predetermined by Scholastic based on norms. The percent of students building-wide who reach benchmark will determine the local point score for all teachers at this level. The percent of students building-wide who reach benchmark will determine the local point score for all teachers at this level.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 90-100% of their students achieve stated targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 45-89% of their students achieve stated targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 15-44% of students achieve stated targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 0-14% of students achieving stated targets.

### 3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Geometry	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Algebra 2	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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

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

NOTE: As applicable, for Algebra 1 and Geometry, please specify whether your district will be offering the 2005 Learning Standards version of the assessment in addition to the Common Core version, or just the latter, and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For all teachers in Grades 9-12 the district will be using a building-wide measure on the Scholastic Reading Inventory. The District will use the Fall to Spring Lexile Growth Measure on the Scholastic Reading Inventory. Based on student entry point, targets are predetermined by Scholastic based on norms. The percent of students building-wide who reach benchmark will determine the local point score for all teachers at this level. The percent of students building-wide who reach benchmark will determine the local point score for all teachers at this level.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 90-100% of their students achieve stated targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 45-89% of their students achieve stated targets.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 15-44% of students achieve stated targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 0-14% of students achieving stated targets.

### 3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Grade 10 ELA	6(ii) School wide measure computed locally	Scholastic Reading Inventory
Grade 11 ELA	6(ii) School wide measure computed locally	Scholastic Reading Inventory

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For all teachers in Grades 9-12 the district will be using a building-wide measure on the Scholastic Reading Inventory. The District will use the Fall to Spring Lexile Growth Measure on the Scholastic Reading Inventory. Based on student entry point, targets are predetermined by Scholastic based on norms. The percent of students building-wide who reach benchmark will determine the local point score for all teachers at this level. The percent of students building-wide who reach benchmark will determine the local point score for all teachers at this level.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 90-100% of their students achieve stated targets.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 45-89% of their students achieve stated targets.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 15-44% of students achieve stated targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 0-14% of students achieving stated targets.

### 3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments. Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).



Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Teachers scoring in this range will have 0-14% of students achieving stated targets.
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If you need additional space, upload a copy of "Form 3.12: All Other Courses" as an attachment for review. [Click here for a downloadable copy of Form 3.12. \(MS Word\)](#)

(No response)

**3.13) HEDI Tables or Graphics**

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

<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/553659-y92vNseFa4/20%20Point%20APPR%20Conversion%20Chart.docx">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12149/553659-y92vNseFa4/20%20Point%20APPR%20Conversion%20Chart.docx</a>

**3.14) Locally Developed Controls**

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

(No 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.

Not applicable. All Teachers have one locally selected measure.

**3.16) Assurances**

Please check all of the boxes below:

Assure the application of locally-developed controls will be rigorous, fair, and transparent.	Checked
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
Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
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

Assure that it is possible for an educator to earn each point, including 0, for the locally-selected measures subcomponent.	Checked
Assure that locally-selected measures are rigorous and comparable across all classrooms in the same grade/subject in the district.	Checked
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
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
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

## 4. Other Measures of Effectiveness (Teachers)

Created: 04/30/2013

Last updated: 07/07/2015

For guidance on the Other Measures subcomponent, see NYSED APPR Guidance sections H and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### 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.)

Rubric	Danielson's Framework for Teaching
--------	------------------------------------

Second Rubric, if applicable	(No response)
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#### 4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

No
----

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

Probationary Teachers and Tenured Teachers not opting for the Alternative Project
---

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	52
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	8
--	---

If the above points assignment is not for "all teachers," fill out an additional copy of "Form 4.2: Points Within Other Measures" for each group of teachers, label accordingly, and combine them into a single file, and upload as an attachment for review. [Click here for a downloadable copy of Form 4.2. \(MS Word\)](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/553660-2UoxI2HPmn/Form4_2_PointsWithinOtherMeasures%20-%20%20Tenured%20Teachers_1.docx)

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<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/553660-2UoxI2HPmn/Form4_2_PointsWithinOtherMeasures%20-%20%20Tenured%20Teachers_1.docx">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/553660-2UoxI2HPmn/Form4_2_PointsWithinOtherMeasures%20-%20%20Tenured%20Teachers_1.docx</a>
```

### 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:

Assure that district/BOCES will use survey tool(s) from the State-approved list or approved through the NYSED survey variance process	(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.

Tripod Early Elementary Student Perception Survey K-2	(No response)
Tripod Elementary Student Perception Survey 3-5	(No response)
Tripod Secondary Student Perception Survey	(No response)
District Variance	(No response)
My Student Survey, LLC's Survey of Teacher Practice (STeP) survey for use in grades 3-12	(No response)

### 4.4) Assurances

Please check all of the boxes below:

Assure that all NYS Teaching Standards not addressed in classroom observations are assessed at least once a year.	Checked
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
Assure that it is possible for an educator to earn each point, including 0, for the "other measures" subcomponent.	Checked
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

12 points 2 Unannounced Walkthroughs

8 points Professional Responsibilities, components 4b-4f, teachers will submit a total of

8 artifacts for subcomponents 4b-4f for one point each. Each subcomponent must be represented at least once. Points will only be awarded for each artifact that reflect Effective or Highly Effective teaching practice as defined by the rubric.

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. Alternative Independent Projects will be a compilation of teacher artifacts and will be assessed using Domains 2 and 3 of the rubric. Teachers will be rated holistically based on the evidence as assessed by the rubric. The total number of earned points will be added up and the score assessed using the District HEDI criteria: 18-20 Highly Effective, 9-17 Effective, 3-8 Developing, 0-2 Ineffective.

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.

[https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/553660-eka9yMJ855/4-5%20upload%20state%20ed\\_1\\_1.docx](https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12179/553660-eka9yMJ855/4-5%20upload%20state%20ed_1_1.docx)

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.

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

Formal/Long	2
Informal/Short	2
Enter Total	4

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?

**Responses Selected:**

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

**Responses Selected:**

In Person
-----------

#### 4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

Formal/Long	1
Informal/Short	2
Total	3

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

**Responses Selected:**

In Person

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

**Responses Selected:**

In Person

# 5. Composite Scoring (Teachers)

Created Tuesday, April 30, 2013

Updated Monday, June 23, 2014

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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.

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

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

Where there is no Value-Added measure

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

Overall  
Composite Score

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

Effective  
9-17  
9-17  
75-90

Developing  
3-8  
3-8  
65-74

Ineffective  
0-2  
0-2  
0-64

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

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

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

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

Overall  
Composite Score

Highly Effective  
22-25  
14-15  
Ranges determined locally--see above  
91-100

Effective  
10-21  
8-13  
75-90

Developing  
3-9  
3-7  
65-74

Ineffective  
0-2  
0-2  
0-64

## 6. Additional Requirements - Teachers

Created: 04/30/2013

Last updated: 07/07/2015

See NYSED APPR Guidance sections C (APPR Plan Process; Teacher Improvement Plans), J (Evaluators, Training, and Certification, L (Appeals), and M (Data Management). NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

### Page 1

#### 6.1) Assurances -- Improvement Plans

Please check the boxes below:

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
Assure that TIP plans shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas	Checked

#### 6.2) Attachment: Teacher Improvement Plan Forms

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

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12193/553662-Df0w3Xx5v6/TIP.pdf>

#### 6.3) Appeals Process

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

- (1) the substance of the annual professional performance review
- (2) the school district's or BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law section 3012-c
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's or BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law section 3012-c

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

##### Steps for Appeal 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

#### 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 September 1st or the opening of school. 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 meet with the employee and 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 of the meeting taking place in Step 2. 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 wit 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. Appeals are limited to teachers rated ineffective or developing.

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

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

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 and recertify 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 other appropriate agencies. Upon completion of required training, lead Evaluators will be certified by the Board of Education on an annual basis. Inter-rater reliability will be assured by having all administration successfully trained by the same sources. The entire annual training process is estimated at 35 hours per year.

Training will cover the following elements:

1. NYS Teaching Standards and the ISLLC Standards
2. Evidenced based observation techniques
3. Application of the student growth percentile model and value-added growth model.
4. Application and use of the Danielson tools.
5. Application and use of the Danielson evaluation rubric.
6. Application and use of the Scholastic Reading Inventory and AIMSweb programs.
7. Use of the Statewide Instructional Reporting System.
8. Scoring methodology used by the Department and / or the District to generate each subcomponent and / or composite score.
9. Evaluation of teachers and principals of ELL's and SWD's.

## 6.5) Assurances -- Evaluators

Please check the boxes below:

Assure that all evaluators are properly trained and that lead evaluators, who complete an individual's performance review, will be "certified" to conduct evaluations in the following nine elements:	Checked
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- (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

Assure that the district will maintain inter-rater reliability of evaluators over time.	Checked
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## 6.6) Assurances -- Teachers

Please check all of the boxes below:

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
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
Assure that the APPR will be put on the district website by September 10 or within 10 days after approval, whichever is later.	Checked
Assure that the evaluation system will be used as a significant factor for employment decisions.	Checked
Assure that teachers will receive timely and constructive feedback as part of the evaluation process.	Checked
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:

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
Certify that the district provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.	Checked
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: 04/30/2013

Last updated: 07/07/2015

For guidance on the State Growth or Comparable Measures subcomponent, see NYSED APPR Guidance sections D, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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

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

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

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

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

	Martin Road Elementary 2-5
	Middle School 6-8
	High School 9-12
	(No response)

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

Please check the boxes below:

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

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

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

- If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.
- Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.
- If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3<sup>rd</sup> party assessments

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

Please note that no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

Please also note that, for students using 3d party assessments in this Task, the 2nd drop-down option applies to grades 3 and above and the 4th drop-down option applies to grades K-2.

	School or Program Type	SLO with Assessment Option	Name of the Assessment
	Truman Elementary School PreK-1	District, regional, or BOCES-developed	Lackawanna City School District Developed PK-1 ELA and Math Assessments
	Martin Road Elementary Grades 2-5	State assessment	3-5 ELA and Math State Assessments
	Lackawanna Middle School 6-8	State assessment	6-8 ELA and Math State Assessments
	Lackawanna High School 9-12	State assessment	9-12 ELA Regents, Algebra I Regents, and all other applicable Regents Exams.

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.</p>	<p>For Grades PK-1, a beginning of the year CCLS aligned pre-assessment and a Lackawanna City Schools developed post assessment of similar length, testing similar standards will be used as the measurements for the Student Learning Objectives to be submitted by the Principal and Approved by the Superintendent of Schools. The Principal will develop Student Learning Objectives for the largest student cohorts minimally totaling 30% of total enrollment in the school for both Math and ELA. The percentage of students meeting or exceeding their individual growth targets will then be applied to the HEDI rating scale.</p> <p>If the State provides growth scores for the grades 2-5, 6-8, 9-12 principal(s), and such scores represent less than 30% of the students supervised by that principal, the district will set SLOs for the largest courses in the building until at least 30% of students are covered. Where such courses end in a State assessment, that assessment will be used with the SLO. The State-provided scores will then be weighted proportionately with the SLO result(s) for the final HEDI score for the principal(s).</p> <p>For SLOs, based on historical data, the principal in collaboration with the superintendent will set individual growth targets for each student. The Superintendent will have final approval of the growth targets. A principal will receive a HEDI score based upon the percent of students reaching their targets.</p> <p>When both the Common Core Regents Exam and the 2005 Standards Exams are offered; the district may administer both Regents Exams but will administer the Common Core Regents per NYSED Guidelines. When students take a Common Core Regents Exam and a 2005 Standards Regents Exam for the same course, the higher scores will be used for APPR purposes so long as permitted by SED</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% Principal(s) receiving this designation will have 90% or more of the target student cohort 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% Principal(s) receiving this designation will have 45% or more of the target student cohort 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% Principal(s) receiving this designation will have 15% or more of the target student cohort 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% Principal(s) receiving this designation will have between 0-14% of the target student cohort reaching their targets</p>

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.

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<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/553663-lha0DogRNw/HEDI%20TABLE%20for%202013-2014-%20Loaded%20to%20review%20room_1.doc">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12156/553663-lha0DogRNw/HEDI%20TABLE%20for%202013-2014-%20Loaded%20to%20review%20room_1.doc</a>
```

**7.4) Special Considerations for Comparable Growth Measures**

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

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

(No 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:

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
Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: <a href="http://www.engageny.org/resource/student-learning-objectives-guidance-document">http://www.engageny.org/resource/student-learning-objectives-guidance-document</a> .	Checked
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
Assure that it is possible for a principal to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked
Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Checked
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Checked

## 8. Local Measures (Principals)

Created: 04/30/2013

Last updated: 06/26/2015

For guidance on locally selected measures of student achievement or growth, see NYSED APPR Guidance sections E, F, and I. NYSED APPR Guidance is posted on [www.EngageNY.org](http://www.EngageNY.org) at <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>.

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

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

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

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

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

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

Also note: no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing/>).

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

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

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

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

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

- whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> grade subjects most commonly associated with graduation and/or students' progress in passing the number of required Regents examinations for graduation, for principals employed in a school with high school grades

	Grade Configuration/Program	Locally-Selected Measure from List of Approved Measures	Assessment
	Martin Road Grades 2-5	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory
	Lackawanna Middle School 6-8	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory
	Lackawanna High School 9-12	(d) measures used by district for teacher evaluation	Scholastic Reading Inventory

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.	Each building Principal will use the Fall to Spring Lexile Growth Measure on the Scholastic Reading Inventory (SRI). Based on student entry point, targets are predetermined by Scholastic based on Norms. Each Principal will be using a building wide measure on the SRI. The percent of students, building wide, who reach predetermined individual growth targets will determine the local point score for the principal of that school. The principals of Martin Road Elementary, Lackawanna Middle School, and Lackawanna High School are the affected principals. All averages that fall between two points will be rounded up on the HEDI scale.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For affected principals 90-100% of the students in their building will show growth against Scholastic Reading Inventory (SRI )established predetermined individual growth targets.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For affected principals at least 45-89% of the students in their building will show growth against Scholastic Reading Inventory (SRI )established predetermined individual growth targets.

Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For affected principals at least 15-44% of the students in their building will show growth against Scholastic Reading Inventory (SRI) established predetermined individual growth targets.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	For affected principals at least 0-14% of the students in their building will show growth against Scholastic Reading Inventory (SRI) established predetermined individual growth targets.

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.

<a href="https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/553664-qBFVOWF7fC/Principals%2015%20%26%2020%20pts%20table.docx">https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12190/553664-qBFVOWF7fC/Principals%2015%20%26%2020%20pts%20table.docx</a>

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

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

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

**Also note:** no APPR plan shall be approved by the Commissioner for use in the 2014-2015 school year or thereafter that provides for the administration of traditional standardized assessments for use with students in kindergarten through grade two for APPR purposes (see: <http://www.engageny.org/resource/guidance-on-the-approved-regulatory-amendments-to-appr-to-help-reduce-local-testing>).

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 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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 K-1	(d) measures used by district for teacher evaluation	AIMSweb

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	The building Principal will use the Fall to Spring AIMS WEB Individual Growth Targets. Based on AIMS WEB, the student entry point and growth targets are predetermined. The percent of students, building wide, who reach predetermined individual growth targets will determine the local point score for the principal of that school. All averages that fall between two points will be rounded up on the HEDI scale.
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 90-100%of students showing growth against AIMS WEB established norms.
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 45-89%of students showing growth against AIMS WEB established norms.
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 15-44% of students showing growth against AIMS WEB established norms.
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 0-14% of students showing growth against AIMS WEB established norms.

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. \(MS Word\)](https://nysed-apppr2.fluidreview.com/media/assets/survey-uploads/12190/553664-pi29aiX4bL/appr_8_2_attachment_16934398-Principals%20Local%2020%20pts..doc)

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<a href="https://NYSed-APPR2.fluidreview.com/media/assets/survey-uploads/12190/553664-pi29aiX4bL/appr_8_2_attachment_16934398-Principals%20Local%2020%20pts..doc">https://NYSed-APPR2.fluidreview.com/media/assets/survey-uploads/12190/553664-pi29aiX4bL/appr_8_2_attachment_16934398-Principals%20Local%2020%20pts..doc</a>
```

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

(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.

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

### 8.5) Assurances

Please check all of the boxes below:

Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
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
Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check
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
Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
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
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
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

Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.	Check
Assure that, as applicable, any third party assessment that is administered to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.	Check

# 9. Other Measures of Effectiveness (Principals)

Created Tuesday, April 30, 2013  
Updated Tuesday, August 19, 2014

## 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.

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

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

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

Is the following point assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

### 9.3) Assurances -- Goals

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

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

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

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

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

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

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

(No response)

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

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

## 9.6) Assurances

Please check all of the boxes below:

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

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

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

The process for assigning points in the practice rubric will be a recording of the value from 1-4 on the designated rubric. Scores in each section will be added together for a total raw point value, divided by the total number of components and converted in the agreed upon conversion chart. If a score falls between conversion numbers it will be rounded up (for example an average of 2.95 will round up to a Conversion Score of 42 points). Please see the attached table for the assignment of points. School visits will be recorded on the Walk-Through form. Visits will be scored using the rubric (1-4) in Domains 1 and 5 on the Building Principal Summative Evaluation form. All remaining components of the rubric will be utilized to complete the Principal's evaluation using additional sources of information. The District shall utilize the LCI Multidimensional rubric for a principal evaluation as the basis for the 60 "other" required points. The Superintendent of Schools assessment shall be based on at least 3 visits of 30 – 40 minutes to the school, while in session. The timing of two (2) formal visits will be as agreed to between the Superintendent and principal, one (1) will be unannounced. Visits are to be completed no later than April 30th. The additional sources of information the Superintendent of Schools shall utilize within the rubric and instrument shall be:

- a. A working evidence folder of school documents related to components of the rubric. These shall be provided by the principal to Superintendent of Schools by May 31st.
- b. The Superintendent of Schools shall consider the following discussions and reviews in assessing performance of the principal in leadership and management:
  - i. The Principal and Superintendent of Schools shall conduct a joint critical analysis of the NYS School Report Card (or other similar NYS accountability report) no later than October 15th, including identification of actions to be taken to address components and district resources to be made available to the principal and building.
  - ii. No later than May 31st, the Principal and the Superintendent of Schools shall meet to review the related initiatives and actions of the principal over the course of the school year as well as the availability and utilization of district provided resources.
- c. The Principal's self-analysis on the rubric for the superintendent's consideration and discussion.

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

assets/survey-uploads/12205/553665-pMADJ4gk6R/Principals Other 60.doc

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.	55-60 Points- Using the agreed upon conversion chart, for principals scoring an average of 3.72-4.00 points on the LCI rubric.
Effective: Overall performance and results meet standards.	42-54 Points- Using the agreed upon -conversion chart, for principals scoring an average of 3.00-3.67 points on the LCI rubric.
Developing: Overall performance and results need improvement in order to meet standards.	25-41 Points- Using the agreed upon conversion chart, for principals scoring an average of 2.06-2.94 points on the LCI rubric.
Ineffective: Overall performance and results do not meet standards.	1-24 Points- Using the agreed upon conversion chart, for principals scoring an average of 1.00-2.00 points on the LCI rubric.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	42-54
Developing	25-41
Ineffective	0-24

## 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 Tuesday, April 30, 2013

Updated Monday, July 07, 2014

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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.

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

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

Where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of  
growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	55-60
Effective	42-54
Developing	25-41
Ineffective	0-24

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

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

Overall  
 Composite Score

Highly Effective  
 22-25  
 14-15  
 Ranges determined locally--see above  
 91-100

Effective  
 10-21  
 8-13  
 75-90

Developing  
 3-9  
 3-7  
 65-74

Ineffective  
 0-2  
 0-2  
 0-64

# 11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Monday, July 07, 2014

## 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 the school district or BOCES. All PIP plans must include: 1) identification of needed areas of improvement, 2) a timeline for achieving improvement, 3) the manner in which the improvement will be assessed, and, where appropriate, 4) differentiated activities to support a principal's improvement in those areas.

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

[assets/survey-uploads/12168/553667-Df0w3Xx5v6/Lackawanna City School District - PIP 13-14.docx](#)

### 11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

#### 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, in writing to the Superintendent of Schools, once a principal receives the overall composite score and rating and filed with ten (10) business days.

#### 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:

1. All appeals shall be filed in writing to the Superintendent no later than ten (10) 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 ten (10) 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 ten (10) business days.

2. 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 within ten (10) business days of receipt of performance review/terms and/or implementation of the 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 ten (10) 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 ten (10) 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, 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) (Note: Intentionally repeated from section "Time Frame for Filing and Appeal) - 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 within ten (10) business days of receipt of performance review/terms and/or implementation of the 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 ten (10) 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.

(3) For a principal appealing a rating of ineffective or developing and disagrees with the superintendent's response to the initial challenge/appeal, the principal may submit a written statement. This should detail the reason(s) for disagreement with the response of the superintendent of schools to the challenge/initial appeal. The principal's written statement must be submitted to the district office within seven (7) business days of when the principal receives the superintendent's initial response. A meeting with the principal will be scheduled by the superintendent and take place within ten (10) business days of the submission of the principal's written statement of disagreement with the Superintendent 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" or challenged/appealed components of an improvement plan. If after this meeting the principal still disagrees with the superintendent's decision, he or she has five (5) calendar days to submit a written request of appeal to the Superintendent to be heard by an external hearing officer. At no point can this process result in a lowering the evaluation of the appellant or modifying improvement plans.

(4) 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 associated for and with the services of the hearing officer will be paid by the district.

(5) The external hearing officer and principal will meet within ten (10) business days of the Superintendent's 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. Any extensions of timelines will be timely and expeditious and comply fully with Education Law 3012-c. All costs for release time of the principal and council representation, i.e. president or designee will be paid by the district.

(6) 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.

(7) 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 of Lead Evaluators and Evaluators and Certification of Lead Evaluators

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

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 the Superintendent of Schools as the lead evaluator on an annual basis taking into consideration any additional updated training that may be required by SED 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 at least 2 full days before September 1 annually, of overall comprehensive training on the Multidimensional Principal Performance

Rubric. In addition, the Superintendent will also participate in, throughout the school year, bi-monthly follow up training to total 1 full day bi-monthly (i.e. 5 full days per school year -Sept-June) to review the lead evaluator's practice and reliability 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. Training of the Superintendent evaluator will address the 9 required elements mention in section 30-2.9 of the Commissioner's Regulations.

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
- (6) application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
- (7) use of the Statewide Instructional Reporting System
- (8) the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
- (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities

## 11.5) Assurances -- Evaluators

Please check the boxes below:

- 
- Checked
- 

- (1) the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
- (2) evidence-based observation techniques that are grounded in research
- (3) application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
- (4) application and use of the State-approved teacher or principal rubric(s) selected by the district or BOCES for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal's practice
- (5) application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.

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

(7) use of the Statewide Instructional Reporting System

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

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

---

• Checked

---

## 11.6) Assurances -- Principals

Please check all of the boxes below:

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

## 11.7) Assurances -- Data

Please check all of the boxes below:

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

## 12. Joint Certification of APPR Plan

Created: 04/30/2013

Last updated: 07/16/2015

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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](#). Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

<https://NYSED-APPR2.fluidreview.com/media/assets/survey-uploads/12158/553668-3Uqgn5g9lu/APPR%20Signatures%202015.pdf>

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#### 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%		

**Lackawanna City School District**

**15 Point APPR Conversion Chart**

Points Conversion	Percent of Students who Achieved Target
0	0
1	1-6
2	7-14
3	15-20
4	21-26
5	27-32
6	33-38
7	39-44
8	45-50
9	51-58
10	59-66
11	67-74
12	75-81
13	82-89
14	90-93
15	94-100

**20 Point APPR Conversion Chart**

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%		

**20 Point APPR Conversion Chart**

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%		

**Form 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.

Fill in the group of teachers covered (e.g., "probationary teachers"): Tenured Teachers opting for the Alternative project option

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	32
One or more observation(s) by trained independent evaluators	
Observations by trained in-school peer teachers	
Feedback from students using State-approved survey tool	
Feedback from parents/caregivers using State-approved survey tool	
Structured reviews of lesson plans, student portfolios and other teacher artifacts	28

### 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 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 have reviewed the reflection form prior to 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:

## 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 CDIP Goals. Each building principal will be responsible for establishing the criteria for each respective building. Unannounced classroom Walkthroughs will take place two times per year. Feedback will be provided to teachers within two school days. Points will only be awarded for elements that are observed for Effective or Highly Effective behaviors under the rubric. For each Effective or Highly Effective behavior observed one point will be awarded.

**Prior to walkthroughs beginning, building principal will detail the walkthrough priorities with faculty. Information will be entered into Staff Trac.**

Walkthrough #1		Walkthrough #2	
Criteria #	Observed Y / N	Criteria	Observed Y / N
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	

Comments: (Any area that the teacher loses points please provide explanation below)

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Sample- Actual Form Will Be Printed From Staff Trac

**APPR Composite Score Form for All Teachers Covered By 3012-c**

Teacher \_\_\_\_\_

Building \_\_\_\_\_

Administrator \_\_\_\_\_

Date \_\_\_\_\_

<b>Part I</b>	<b>Available Points</b>	<b>Earned Points</b>
Formal Classroom Observation #1	20	
Formal Classroom Observation #2	20	
Classroom Walkthroughs	12	
Professional Growth and Responsibilities	8	
<b>Total</b>	<b>60</b>	

<b>Part II</b>		
Local Measures of Student Achievement	<b>20</b>	

<b>Part III</b>		
State Measures of Student Achievement	<b>20</b>	

Composite Score	<b>100</b>	
-----------------	------------	--

Overall Rating:    **Highly Effective**    **Effective**    **Developing**    **Ineffective**

## Formal Classroom Observation Scoring Conversion Chart

Teachers will earn points based on the range their element summary adds up to for Domain 1, 2, and 3 and 4a on the rubric. Due to descriptors on the Danielson Rubric points have been assigned as followed; HE -4, E-3, D-2, I -1 (but there must be something attempted or present), 0 points will be awarded to an observation if every element in every domain is rated ineffective.

Range	Points
197-228	20
185-196	19
175-184	18
165-174	17
158-164	16
150-157	15
140-149	14
128-139	13
115-127	12
101-114	11
90-100	10
78-89	9
67-77	8
53-66	7
41-52	6
35-40	5
28-34	4
20-27	3
13-19	2
1-12	1
0	0

## 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 days after the date on which teachers are required to report prior to the opening of classes for the school year.

### **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: \_\_\_\_\_

<b>Domain 1 - Planning &amp; Preparation</b>	<b>Domain 2 - The Classroom Environment</b>	<b>Domain 3 - Instruction</b>	<b>Domain 4 - Professional Responsibilities</b>
<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: 1.1.a, 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>__3a Communication</b>                      NYSTS: 2.4.a, 2.4.b, 3.2.a, 3.3.b, 5.5c</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>

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

**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.

**HEDI RANGES for the State Comparable Measures SLO Target**

0-14 % of students showing growth <b>Ineffective</b>		15 - 44 % of students showing growth <b>Developing</b>		45 - 89 % of students showing growth <b>Effective</b>		90-100 % of students showing growth <b>Highly Effective</b>	
0	0	3	15-19 %	9	45-49 %	18	90-93%
1	1-7%	4	20-24 %	10	50-54 %	19	94-97%
2	8-14%	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%		

**Lackawanna City School District**

**15 Point APPR Conversion Chart**

Points Conversion	Percent of Students who Achieved Target
0	0
1	1-6
2	7-14
3	15-20
4	21-26
5	27-32
6	33-38
7	39-44
8	45-50
9	51-58
10	59-66
11	67-74
12	75-81
13	82-89
14	90-93
15	94-100

**20 Point APPR Conversion Chart**

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%		

**Principal's Local Measure**

**HEDI RANGES 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%		

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

Lackawanna City School District

Building Principal Summative Evaluation

This evaluation template is based on the **LCI Multidimensional** rubric for a principal evaluation.

Principal:

Building:

Overall Rating:

Domain	Components	Score for each component 1-4 scale
<b>I. Shared Vision</b>	-Culture -Sustainability	- ____ pts. - ____ pts.
<b>II. School Culture and Instructional Programs</b>	-Culture -Instructional Program -Capacity Building - Sustainability -Strategic Planning Process	- ____ pts. - ____ pts. - ____ pts. - ____ pts. - ____ pts.
<b>III. Safe, Efficient Learning Environment</b>	- Capacity Building -Culture -Sustainability -Instructional Program	- ____ pts. - ____ pts. - ____ pts. - ____ pts.
<b>IV. Community</b>	- Strategic Planning Process: Inquiry - Culture - Sustainability	- ____ pts. - ____ pts. - ____ pts.
<b>V. Integrity, Fairness, and Ethics</b>	- Sustainability - Culture	- ____ pts. - ____ pts.
<b>VI. Political, Social, Economic, Legal and Cultural Context</b>	- Sustainability - Culture	- ____ pts. - ____ pts.
Total Raw Points Maximum= 72		- ____ pts.
Score = Total Raw points/total # of components	Raw Points/18 components	_____ Score – refer to conversion chart
Points awarded 0-60 based on conversion chart		_____ Points earned

**\*Note:** The evaluator will holistically score and total the 1-4 score for each component. That total will be averaged by the total number of components (18). This average value will be applied to the APPR % Conversion Chart for the “other 60%” points earned. For example: An administrator’s total raw points add to 51. This is calculated as follows:  $51/18 = 2.83$ . The evaluator then applies 2.83 to the “Total Average Rubric Score-Conversion Chart” for a rubric score of 39 points (out of a possible 60).

- \*\* Note:** Found Section I narrative of this agreement: “The District shall utilize the LCI Multidimensional rubric for a principal evaluation as the basis for the **60 “other” required points**. The Superintendent of Schools assessment shall be based on at least 3 visits of 30 – 40 minutes to the school, while in session. The timing of two (2) formal visits will be as agreed to between the Superintendent and principal, one (1) will be unannounced. Visits are to be completed no later than April 30<sup>th</sup>. The additional sources of information the Superintendent of Schools shall utilize within the rubric and instrument shall be:
- a. A working evidence folder of school documents related to components of the rubric. These shall be provided by the principal to Superintendent of Schools by May 31<sup>st</sup>.
  - b. The Superintendent of Schools shall consider the following discussions and reviews in assessing performance of the principal in leadership and management:
    - i. The principal and Superintendent of Schools shall conduct a joint critical analysis of the NYS School Report Card (or other similar NYS accountability report) no later than October 15<sup>th</sup>, including identification of actions to be taken to address components and district resources to be made available to the principal and building.
    - ii. No later than May 31<sup>st</sup>, the principal and the Superintendent of Schools shall meet to review the related initiatives and actions of the principal over the course of the school year as well as the availability and utilization of district provided resources.
  - c. The principal’s self-analysis on the rubric for the superintendent’s consideration and discussion.

## Principal's Leadership and Management

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

Assessment Summary: LCI Multidimensional rubric for a principal evaluation

### Total Average Rubric Score-Conversion Chart

"Other Measures" 60 total points

Ineffective 0-24	
Total Average Rubric Score	Conversion Score for composite
1.00	0
1.06	7
1.11	8
1.17	9
1.22	10
1.28	11
1.33	12
1.39	13
1.44	14
1.50	15
1.56	16
1.61	17
1.67	18
1.72	19
1.78	20
1.83	21
1.89	22
1.94	23
2.00	24
Developing 25-41	
2.06	25
2.11	26
2.17	27
2.22	28
2.28	29
2.33	30
2.39	31
2.44	32
2.50	33
2.56	34
2.61	35
2.67	36
2.72	37
2.78	38
2.83	39
2.89	40
2.94	41

<b>Effective 42-54</b>	
3.00	42
3.06	43
3.11	44
3.17	45
3.22	46
3.28	47
3.33	48
3.39	49
3.44	50
3.50	51
3.56	52
3.61	53
3.67	54
<b>Highly Effective 55-60</b>	
3.72	55
3.78	56
3.83	57
3.89	58
3.94	59
4.00	60

<b>Rubric Performance Levels and Score Scale</b>	
<b>Performance Level</b>	<b>Point ranges negotiated</b>
Highly Effective	55-60
Effective	42-54
Developing	25-41
Ineffective	0-24

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

# Superintendent School Visit/Walkthrough Checklist

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

Principal: \_\_\_\_\_

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

Superintendent: \_\_\_\_\_

**PV**=Present/Visible and is acceptable. Items marked PV will fall within the highly effective or effective point range based upon Domains 1 and 5 A, B, C of the rubric.

**NID**= Element is in need of improvement and or development. Items marked NID will fall within the developing or ineffective point range based upon Domains 1 and 5 A, B, C of the rubric.

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**I. School Entry/Main Office:** Area is clean, welcoming and establishes a professional overall appearance:

NID Comments: **PV**  
**NID**

**II. Corridors:** Evidence of:

Student work/learning **PV**  
**NID**

Clean, safe **PV**  
**NID**

Transitional routines/expectations **PV**  
**NID**

Overall professional appearance **PV**  
**NID**

NID Comments:

**III. Classrooms:** Appear to have evidence of:

Routines **PV**  
**NID**

Overall on task behaviors (Teachers and Student) **PV**  
**NID**

Noticeable efforts to increase student achievement **PV**  
**NID**

NID Comments:

**IV. Overall School Climate:**

Positive & professional interactions among faculty/staff and students **PV**  
**NID**

Evident sense of positive approach to learning and school pride **PV**  
**NID**

NID Comments:

**V. Principal**

Models professionalism and leadership **PV**  
**NID**

Projects positive attitude about learning and school improvement **PV**  
**NID**

Has sense of focus/vision for teacher and student achievement **PV**  
**NID**

NID Comments:

## **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) business days after the start of a school year. The Superintendent, in conjunction with the principal must develop an improvement plan that contains:

1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment, including documentation that highlights the basis for the sub-effective rating.
2. Specific improvement goal/outcome statements.
3. Specific improvement action steps/activities.
4. A reasonable time line for achieving improvement.
5. Required and accessible resources to achieve goal.
6. A formative evaluation process documenting meetings strategically scheduled throughout the year: the first between December 1<sup>st</sup> and December 15<sup>th</sup> and the second between March 1<sup>st</sup> and March 15<sup>th</sup>. A written summary of feedback on progress shall be given within five (5) business days of each meeting.
7. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.
8. A formal, final written summative assessment delineating progress made with an opportunity for comments by the principal.

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

**Name** \_\_\_\_\_

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

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

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

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

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

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

**Improvement Plan/Outcome:**

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

**Action Steps/Activities:**

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

**Timeline for Completion:**

\_\_\_\_\_

**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** \_\_\_\_\_

**Evidence of Plan Achievement:**

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

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

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

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

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

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

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR Plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR Plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities
- Assure that educators who receive a Developing or Ineffective rating will receive a Teacher Improvement Plan (TIP) or Principal Improvement Plan (PIP), in accordance with all applicable statutes and 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 all applicable statutes and regulations
- Assure that the district or BOCES has appeal procedures that are consistent with the statute and 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 statute, regulations 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
- Assure that any third party assessment that is administered for use to students in kindergarten, first, or second grade, and being used for APPR purposes, is consistent with the State's APPR Assessment Guidance and is not a traditional standardized assessment.

**Signatures, dates**

Superintendent Signature:      Date:

*Ann H Spadone*      7/8/15

Teachers Union President Signature:      Date:

*M. J. [Signature]*      7/8/15

Administrative Union President Signature:      Date:

*Matteo Anello*

Board of Education President Signature:      Date:

*Leonard F. Kavalech* - 7-13-15



**For APPR plans submitted to the Commissioner on or after March 2, 2014 for use in the 2014-15 school year and thereafter the school district or BOCES also makes the following specific assurance with respect to their APPR plan:**

Pursuant to Section 30-2.3(a)(4) of the Rules of the Board of Regents, the Superintendent, District Superintendent or Chancellor attests that for the 2014-15 school year and thereafter the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for the grade; and the amount of time devoted to test preparation using traditional standardized assessments under standardized testing conditions for each classroom or program within a grade level does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for the grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, performance assessments, formative assessments, and diagnostic assessments is not included in this calculation. Additionally, these calculations do not supersede the requirements of a section of the 504 plan of a qualified student with a disability or federal law relating to English language learners or the individualized education program (IEP) of a student with a disability.

Superintendent / District Superintendent / Chancellor Signature:    Date:

 

