



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

Commissioner of Education
President of the University of the State of New York
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December 26, 2012

Gary B. Schall, Superintendent
Lawrence Union Free School District
195 Broadway
Lawrence, NY 11559-0477

Dear Superintendent Schall:

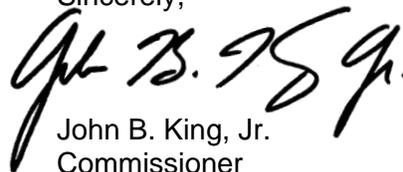
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the information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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Thomas Rogers

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

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

Annual Professional Performance Reviews: 2012-13

Created Tuesday, July 03, 2012

Updated Thursday, December 20, 2012

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Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number :

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

280215030000

1.2) School District Name:

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

LAWRENCE UFSD

1.3) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Tuesday, July 03, 2012

Updated Friday, December 21, 2012

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STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Lawrence Public School district developed kindergarten ELA assessment
1	District, regional, or BOCES-developed assessment	Lawrence Public School district developed first grade ELA assessment
2	District, regional, or BOCES-developed assessment	Lawrence Public School district developed second 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	We are using a Lawrence Public Schools District created SLOs for K-3 reading. HEDI bands are assigned based on percentages of learners who reach the growth targets set. Targets will be set by teachers and principals based on pre assessment results. Teacher will receive a score of 0-20. Teachers can achieve all points from 0-20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The highly effective rating will be assigned for those teachers who have between 85- 100% of their rosters reaching the rigorous growth target set by teachers and principals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The effective rating will be assigned for those teachers who have between 45-84% of their rosters reaching the rigorous growth target set by teachers and principals. (see scale 2.11)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The developing rating will be assigned for those teachers who have between 15-44% of their rosters reaching the rigorous growth target set by teachers and principals. (see scale 2.11)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The ineffective rating will be assigned for those teachers who have between 0-14% of their rosters reaching the rigorous growth target set by teachers and principals. (see scale 2.11)

2.3) Grades K-3 Math

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

	Math	Assessment
K	District, regional, or BOCES-developed assessment	Lawrence Public School district developed kindergarten math assessment
1	District, regional, or BOCES-developed assessment	Lawrence Public School district developed first grade math assessment
2	District, regional, or BOCES-developed assessment	Lawrence Public School district developed second grade math assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	We are using Lawrence Public Schools District developed Student Learning Objectives for math k-3. HEDI bands are assigned based on percentages of learners who reach the growth targets set by teachers and principals based on pre assessment results. Targets are converted to a score of 0-20. Teachers can achieve all points from 0-20.
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The highly effective rating will be assigned for those teachers who have between 85- 100% of their rosters reaching the rigorous growth target. (see scale 2.11)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The effective rating will be assigned for those teachers who have between 45-84% of their rosters reaching the rigorous growth target. (see scale 2.11)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The developing rating will be assigned for those teachers who have between 15-44% of their rosters reaching the rigorous growth target. (see scale 2.11)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The ineffective rating will be assigned for those teachers who have between 0-14% of their rosters reaching the rigorous growth target. (see scale 2.11)

2.4) Grades 6-8 Science

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

	Science	Assessment
6	District, regional or BOCES-developed assessment	Lawrence Public School district developed grade 6 science assessment
7	District, regional or BOCES-developed assessment	Lawrence Public School district developed grade 7 science assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	We are using District created Student Learning Objectives for 6-8th grade science. HEDI bands are assigned based on percentages of learners who reach the growth targets set by teachers and principals based on pre assessment results and are converted to a score of 0-20. Teachers can achieve all points from 0-20.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	The highly effective rating will be assigned for those teachers who have between 85- 100% of their rosters reaching the rigorous growth target. (see scale 2.11)
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	The effective rating will be assigned for those teachers who have between 45-84% of their rosters reaching the rigorous growth target. (see scale 2.11)
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	The developing rating will be assigned for those teachers who have between 15-44% of their rosters reaching the rigorous growth target. (see scale 2.11)
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	The ineffective rating will be assigned for those teachers who have between 0-14% of their rosters reaching the rigorous growth target. (see scale 2.11)

2.5) Grades 6-8 Social Studies

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

	Social Studies	Assessment
6	District, regional or BOCES-developed assessment	Lawrence Public School district developed sixth grade social studies assessment
7	District, regional or BOCES-developed assessment	Lawrence Public School district developed seventh grade social studies assessment
8	District, regional or BOCES-developed assessment	Lawrence Public School district developed eighth 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	We are using Lawrence Public Schools district created SLOs for growth in 6th through 8th grade science. HEDI bands are assigned based on percentages of learners who reach the growth targets set by teachers and principals using pre assessment results and are converted to a scale score of 0-20. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The highly effective rating will be assigned for those teachers who have between 85- 100% of their rosters reaching the rigorous growth target. (see scale 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	The effective rating will be assigned for those teachers who have between 45-84% of their rosters reaching the rigorous growth target. (see scale 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	The developing rating will be assigned for those teachers who have between 15-44% of their rosters reaching the rigorous growth target. (see scale 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The ineffective rating will be assigned for those teachers who have between 0-14% of their rosters reaching the rigorous growth target. (see scale 2.11)

2.6) High School Social Studies Regents Courses

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

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

		Assessment
Global 1	District, regional, or BOCES-developed assessment	Lawrence Public Schools district developed Global 1 examination

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	We are using Lawrence Public Schools district created SLOs for growth in Global 1 and Regents assessments Global 2 and American History. HEDI bands are assigned based on percentages of learners who reach the growth targets set by teachers and principals based on pre assessment results and are converted to a score of 0-20. Teachers can achieve all points from 0-20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The highly effective rating will be assigned for those teachers who have between 85- 100% of their rosters reaching the rigorous growth target. (see scale 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	The effective rating will be assigned for those teachers who have between 45-84% of their rosters reaching the rigorous growth target. (see scale 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	The developing rating will be assigned for those teachers who have between 15-44% of their rosters reaching the rigorous growth target. (see scale 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The ineffective rating will be assigned for those teachers who have between 0-14% of their rosters reaching the rigorous growth target. (see scale 2.11)

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	The Student Learning Objectives for the high school Regents courses will be rigorous. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on prior academic
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history. HEDI bands are assigned based on percentages of learners who reach the growth targets set by teachers and principals and are converted to a score of 0-20. Teachers can achieve all points from 0-20.

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

The highly effective rating will be assigned for those teachers who have between 85- 100% of their rosters reaching the rigorous growth target. (see scale 2.11)

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

The effective rating will be assigned for those teachers who have between 45-84% of their rosters reaching the rigorous growth target. (see scale 2.11)

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

The developing rating will be assigned for those teachers who have between 15-44% of their rosters reaching the rigorous growth target. (see scale 2.11)

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

The ineffective rating will be assigned for those teachers who have between 0-14% of their rosters reaching the rigorous growth target. (see scale 2.11)

2.8) High School Math Regents Courses

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

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

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

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

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

The Student Learning Objectives for Lawrence High School Math Regents courses will be rigorous. The same assessment will be used across all classrooms in the same course. Growth targets will be set based on student prior academic history. HEDI bands are assigned based on percentages of learners who reach the growth targets set by teachers and principals and are converted to a score of 0-20. Teachers can achieve all points from 0-20.

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

The highly effective rating will be assigned for those teachers who have between 85- 100% of their rosters reaching the rigorous growth target. (see scale 2.11)

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

The effective rating will be assigned for those teachers who have between 45-84% of their rosters reaching the rigorous growth target. (see scale 2.11)

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

The developing rating will be assigned for those teachers who have between 15-44% of their rosters reaching the rigorous growth target. (see scale 2.11)

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

The ineffective rating will be assigned for those teachers who have between 0-14% of their rosters reaching the rigorous growth target. (see scale 2.11)

2.9) High School English Language Arts

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

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	Lawrence Public School district developed ninth grade ELA assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Lawrence Public School district developed tenth grade ELA assessment
Grade 11 ELA	Regents assessment	11th grade English Regents exam

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

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

The Student Learning Objectives for the Lawrence High School ELA 9th and 10th grade ELA and 11th grade Regents courses will be rigorous. The same assessment will be used across all classrooms in the same course. Growth targets will be set based by teachers and principals based on student prior academic history. HEDI bands are assigned based on percentages of learners who reach the growth targets set and are converted to a score of 0-20. Teachers can achieve all points from 0-20.

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

The highly effective rating will be assigned for those teachers who have between 85- 100% of their rosters reaching the rigorous growth target. (see scale 2.11)

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

The effective rating will be assigned for those teachers who have between 45-84% of their rosters reaching the rigorous growth target. (see scale 2.11)

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

The developing rating will be assigned for those teachers who have between 15-44% of their rosters reaching the rigorous growth target. (see scale 2.11)

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

The ineffective rating will be assigned for those teachers who have between 0-14% of their rosters reaching the rigorous growth target. (see scale 2.11)

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
Art	District, Regional or BOCES-developed	Lawrence Public School district developed grade specific art assessment
Music	District, Regional or BOCES-developed	Lawrence Public School district developed grade specific music assessment
Physical Education and Health	District, Regional or BOCES-developed	Lawrence Public School district developed grade specific health/fitness assessment
Foreign Language	District, Regional or BOCES-developed	Lawrence Public School district developed grade specific foreign language assessment
Technology	District, Regional or BOCES-developed	Lawrence Public School district developed grade specific technology assessment
English as a Second Language (ESL)	State Assessment	NYSESLAT
Business Education	District, Regional or BOCES-developed	Lawrence Public School district developed grade specific business assessment
Home and Careers	District, Regional or BOCES-developed	Lawrence Public School district developed grade specific home and careers assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	We are using Lawrence Public Schools district created SLOs for growth in for all other courses not provided with state provided growth, except for ESL which will use the NYSESLAT. HEDI bands are assigned based on percentages of learners who reach the growth targets set by teachers and principals based on student prior academic history. HEDI bands are assigned based on percentages of learners who reach the growth targets set and are converted to a score of 0-20. Teachers can achieve all scale points from 0-20.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	The highly effective rating will be assigned for those teachers who have between 85-100% of their rosters reaching the rigorous growth target. (see scale 2.11)
Effective (9 - 17 points) Results meet District goals for similar students.	The effective rating will be assigned for those teachers who have between 45-84% of their rosters reaching the rigorous growth target. (see scale 2.11)
Developing (3 - 8 points) Results are below District goals for similar students.	The developing rating will be assigned for those teachers who have between 15-44% of their rosters reaching the rigorous growth target. (see scale 2.11)
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	The ineffective rating will be assigned for those teachers who have between 0-14% of their rosters reaching the rigorous growth target. (see scale 2.11)

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

(No response)

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/148122-TXEttx9bQW/LPS 20 points SLOs.pdf

2.12) Locally Developed Controls

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

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

Not Applicable

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

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

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

3. Local Measures (Teachers)

Created Tuesday, November 27, 2012

Updated Friday, December 21, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

- 6) A school-wide measure of either student growth or achievement based on either:
 - (i) A State-provided student growth score covering all students in the school that took the State assessment in ELA or Math in Grades 4-8; or
 - (ii) A school-wide measure of student growth or achievement computed in a manner determined locally based on a State, State-approved 3rd party, or district, regional or BOCES developed assessment that is rigorous and comparable across classrooms.

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Reading Enterprise, Renaissance Learning
5	6(ii) School wide measure computed locally	STAR Reading Enterprise, Renaissance Learning

6	6(ii) School wide measure computed locally	STAR Reading Enterprise, Renaissance Learning
7	6(ii) School wide measure computed locally	STAR Reading Enterprise, Renaissance Learning
8	6(ii) School wide measure computed locally	STAR Reading Enterprise, Renaissance Learning

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.	We are using STAR Reading Enterprise, Renaissance Learning from the State approved 3rd party assessment. The same assessment will be used across all classrooms in the same grade. We are focusing on schoolwide literacy. The targets will be set by teachers and principals based on baseline data. The percentage of growth is shown by the increase percentage between pre and post assessment and will be converted to a scale score. All points from 0-15 may be earned. This will be applied to all teachers within the school, as reading growth is determined to be a critical component for success in all subject areas and for college and career readiness. (see scale 3.3)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	6(ii) School wide measure computed locally	STAR Reading Enterprise, Renaissance Learning
5	6(ii) School wide measure computed locally	STAR Reading Enterprise, Renaissance Learning

6	6(ii) School wide measure computed locally	STAR Reading Enterprise, Renaissance Learning
7	6(ii) School wide measure computed locally	STAR Reading Enterprise, Renaissance Learning
8	6(ii) School wide measure computed locally	STAR Reading Enterprise, Renaissance Learning

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.	We are using STAR Reading Enterprise, Renaissance Learning from the State approved 3rd party assessment. The same assessment will be used across all classrooms in the same grade. We are focusing on schoolwide literacy to improve math performance. The targets will be set by teachers and principals based on baseline data. The percentage of growth is shown by the increase percentage between pre and post assessment and will be converted to a scale score. All points from 0-15 may be earned. This will be applied to all teachers within the school, as reading growth is determined to be a critical component for success in all subject areas and for college and career readiness. (see scale 3.3)
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/251942-rhJdBgDruP/LPS 15 points Valued Added lps.pdf

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Reading Enterprise, Renaissance Learning
1	6(ii) School-wide measure computed locally	STAR Reading Enterprise, Renaissance Learning
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise, Renaissance Learning
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise, Renaissance Learning

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.	We are using STAR Reading Enterprise, Renaissance Learning from the State approved 3rd party assessment. The same assessment will be used across all classrooms in the same grade. We are focusing on schoolwide literacy. The targets will be set by teachers and principals based on baseline data. The percentage of growth is shown by the increase percentage between pre and post assessment and will be converted to a scale score. All points from 0-20 may be earned. This will be applied to all teachers within the school, as reading growth is determined to be a critical component for success in all subject areas and for college and career readiness. (see 3.13)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	6(ii) School-wide measure computed locally	STAR Reading Enterprise, Renaissance Learning
1	6(ii) School-wide measure computed locally	STAR Reading Enterprise, Renaissance Learning
2	6(ii) School-wide measure computed locally	STAR Reading Enterprise, Renaissance Learning
3	6(ii) School-wide measure computed locally	STAR Reading Enterprise, Renaissance Learning

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.	We are using STAR Reading Enterprise, Renaissance Learning from the State approved 3rd party assessment. The same assessment will be used across all classrooms in the same grade. We are focusing on schoolwide literacy to improve math performance. The targets will be set by teachers and principals based on baseline data. The percentage of growth is shown by the increase percentage between pre and post assessment and will be converted to a scale score. All points from 0-20 may be earned. This will be applied to all teachers within the school, as reading growth is determined to be a critical component for success in all subject areas and for college and career readiness.(see 3.13)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Reading Enterprise, Renaissance Learning
7	6(ii) School wide measure computed locally	STAR Reading Enterprise, Renaissance Learning
8	6(ii) School wide measure computed locally	STAR Reading Enterprise, Renaissance Learning

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.	We are using STAR Reading Enterprise, Renaissance Learning from the State approved 3rd party assessment. The same assessment will be used across all classrooms in the same grade. We are focusing on schoolwide literacy. The targets will be set by teachers and principals based on baseline data. The percentage of growth is shown by the increase percentage between pre and post assessment and will be converted to a scale score. All points from 0-20 may be earned. This will be applied to all teachers within the school, as reading growth is determined to be a critical component for success in all subject areas and for college and career readiness.(see 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	6(ii) School wide measure computed locally	STAR Reading Enterprise, Renaissance Learning
7	6(ii) School wide measure computed locally	STAR Reading Enterprise, Renaissance Learning
8	6(ii) School wide measure computed locally	STAR Reading Enterprise, Renaissance Learning

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.	We are using STAR Reading Enterprise, Renaissance Learning from the State approved 3rd party assessment. The same assessment will be used across all classrooms in the same grade. We are focusing on schoolwide literacy. The targets will be set by teachers and principals based on baseline data. The percentage of growth is shown by the increase percentage between pre and post assessment and will be converted to a scale score. All points from 0-20 may be earned. This will be applied to all teachers within the school, as reading growth is determined to be a critical component for success in all subject areas and for college and career readiness.(see 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See scale 3.3

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	5) District, regional, or BOCES–developed assessments	Lawrence Public School district designed Global 1 assessment (final)
Global 2	5) District, regional, or BOCES–developed assessments	Lawrence Public School district Global 2 assessment (final)
American History	5) District, regional, or BOCES–developed assessments	Lawrence Public School district American History assessment (final)

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 Lawrence High School, achievement will be measured by the percentage of students demonstrating proficiency with a 65% or higher (55% for ELL and SWD) on District developed exams. All points between 0-20 can be earned. (see 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of highly effective for Lawrence High School, achievement exceeding the standard will be evidenced by the percentage of students exceeding proficiency on the target and will result in 18-20 points earned.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of effective, for Lawrence High School, achievement meeting the standard will be evidenced by percentage of students meeting proficiency on the target and will result in 9-17 points earned.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of developing, for Lawrence High School, achievement not meeting the standard will be evidenced by percentage of students not meeting proficiency on the target and will result in 3-8 points earned.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of ineffective for Lawrence High School, achievement well below the standard will be evidenced by the percentage of students not meeting proficiency on the target and will result in 0-2 points earned.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	5) District, regional, or BOCES–developed assessments	Lawrence Public Schools district designed Living Environment assessment (final)
Earth Science	5) District, regional, or BOCES–developed assessments	Lawrence Public School district designed Earth Science assessment (final)
Chemistry	5) District, regional, or BOCES–developed assessments	Lawrence Public School district Chemistry assessment (final)
Physics	5) District, regional, or BOCES–developed assessments	Lawrence Public School district designed Physics assessment (final)

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 Lawrence High School, achievement will be measured by the percentage of students demonstrating proficiency with a 65% or higher (55% for ELL and SWD) on District developed exams. All points between 0-20 can be earned. (see 3.13)
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of highly effective for Lawrence High School, achievement exceeding the standard will be evidenced by the percentage of students exceeding proficiency on the target and will result in 18-20 points earned.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of developing, for Lawrence High School, achievement not meeting the standard will be evidenced by percentage of students not meeting proficiency on the target and will result in 3-8 points earned.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of effective, for Lawrence High School, achievement meeting the standard will be evidenced by percentage of students meeting proficiency on the target and will result in 9-17 points earned.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of ineffective for Lawrence High School, achievement well below the standard will be evidenced by the percentage of students not meeting proficiency on the target and will result in 0-2 points earned.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	5) District, regional, or BOCES–developed assessments	Lawrence Public School district Algebra 1 assessment (final)
Geometry	5) District, regional, or BOCES–developed assessments	Lawrence Public School district Geometry assessment (final)
Algebra 2	5) District, regional, or BOCES–developed assessments	Lawrence Public School district Algebra 2 assessment (final)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Lawrence High School, achievement will be measured by the percentage of students demonstrating proficiency with a 65% or higher (55% for ELL and SWD) on District developed exams. All points between 0-20 can be earned. (see 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of highly effective for Lawrence High School, achievement exceeding the standard will be evidenced by the percentage of students exceeding proficiency on the target and will result in 18-20 points earned.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of effective, for Lawrence High School, achievement meeting the standard will be evidenced by percentage of students meeting proficiency on the target and will result in 9-17 points earned.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of developing, for Lawrence High School, achievement not meeting the standard will be evidenced by percentage of students not meeting proficiency on the target and will result in 3-8 points earned.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of ineffective for Lawrence High School, achievement well below the standard will be evidenced by the percentage of students not meeting proficiency on the target and will result in 0-2 points earned.

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	5) District, regional, or BOCES–developed assessments	Lawrence Public school district designed 9th grade ELA assessment (final)
Grade 10 ELA	5) District, regional, or BOCES–developed assessments	Lawrence Public School district designed 10th grade ELA assessment (final)
Grade 11 ELA	3) Teacher specific achievement or growth score computed locally	NYSED 11th grade Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Lawrence High School, achievement will be measured by the percentage of students demonstrating proficiency with a 65% or higher (55% for ELL and SWD) on District developed exams for grades 9 and 10 and the English Regents for grade 11. All points between 0-20 can be earned. (see 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of highly effective for Lawrence High School, achievement exceeding the standard will be evidenced by the percentage of students exceeding proficiency on the target and will result in 18-20 points earned.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of effective, for Lawrence High School, achievement meeting the standard will be evidenced by percentage of students meeting proficiency on the target and will result in 9-17 points earned.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of developing, for Lawrence High School, achievement not meeting the standard will be evidenced by percentage of students not meeting proficiency on the target and will result in 3-8 points earned.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of ineffective for Lawrence High School, achievement well below the standard will be evidenced by the percentage of students not meeting proficiency on the target and will result in 0-2 points earned.

3.12) All Other Courses

Fill in for additional grades/subjects, as applicable. If you need additional space, complete additional copies of this form and upload (below) as attachments.

Course(s) or Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
Music	5) District/regional/BOCES–developed	Lawrence Public School district grade specific Music assessment (final)
Art	5) District/regional/BOCES–developed	Lawrence Public School district grade specific Art assessment (final)
Physical Education/Health	5) District/regional/BOCES–developed	Lawrence Public Schools District dgrade specific esigned Physical Education/Health assessment (final)

Foreign Language	5) District/regional/BOCES–developed	Lawrence Public Schools District grade specific designed Foreign Language assessment (final)
ESL	5) District/regional/BOCES–developed	Lawrence Public Schools District grade specific designed ESL assessment (final)
Home and Careers	5) District/regional/BOCES–developed	Lawrence Public Schools District grade specific designed Home and Careers assessment (final)
Business	5) District/regional/BOCES–developed	Lawrence Public Schools District grade specific designed Business assessment (final)
Technology	5) District/regional/BOCES–developed	Lawrence Public Schools District grade specific designed Technology assessment (final)

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For Lawrence High School, achievement will be measured by the percentage of students demonstrating proficiency with a 65% or higher (55% for ELL and SWD) on District developed exams. All points between 0-20 can be earned. (see 3.13)
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	To receive the rating of highly effective for Lawrence High School, achievement exceeding the standard will be evidenced by the percentage of students exceeding proficiency on the target and will result in 18-20 points earned.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of effective, for Lawrence High School, achievement meeting the standard will be evidenced by percentage of students meeting proficiency on the target and will result in 9-17 points earned.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of developing, for Lawrence High School, achievement not meeting the standard will be evidenced by percentage of students not meeting proficiency on the target and will result in 3-8 points earned.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of ineffective for Lawrence High School, achievement well below the standard will be evidenced by the percentage of students not meeting

proficiency on the target and will result in 0-2 points earned.

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

(No response)

3.13) HEDI Tables or Graphics

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

[assets/survey-uploads/5139/251942-y92vNseFa4/LPS 20 point Local _1.pdf](#)

3.14) Locally Developed Controls

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

N/A

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.

n/a

3.16) Assurances

Please check all of the boxes below:

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

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

4. Other Measures of Effectiveness (Teachers)

Created Wednesday, November 28, 2012

Updated Friday, December 21, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Marshall's Teacher Evaluation Rubric

Not Applicable

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	36
One or more observation(s) by trained independent evaluators	(No response)
Observations by trained in-school peer teachers	(No response)
Feedback from students using State-approved survey tool	(No response)
Feedback from parents/caregivers using State-approved survey tool	(No response)
Structured reviews of lesson plans, student portfolios and other teacher artifacts	24

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

(No response)

4.3) Survey Tools (if applicable)

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

(No response)

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

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

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

The District is using the Marshall rubric. The Marshall Teacher Rubric contains six domains, a)Planning and Preparation for Learning, (b)Classroom Management, (c)Delivery of Instruction, (d)Monitoring, Assessment and Follow up, (e)Family and Community Outreach, and (f)Professional Responsibilities.

There are 24 points earned in the elements in domains (a), (d), (e), and (f) will apply to teacher's artifacts. The elements domains (b) and (c) will earn 36 points from observations.

Each of the Elements within the rubric carries a weight ranging from 1.0 for highly effective, .85 for effective, .7 for developing, and 0 for ineffective. The elements within each domain will be totaled for a final domain score out of 10.

The average of domain a, d, e, and f scores will be multiplied by 24.

The average of domain b and c scores will be multiplied by 36.

These two scores will be added together to determine the final rubric score out of 60 possible points, which will be converted to a final score for other measures using the attached table. There is no rounding and decimals will be dropped.

Teachers who score between 60-59 points will be rated as highly effective, 58-57 points as effective, 56-47 points as developing and 46-0 points as ineffective.

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

[assets/survey-uploads/5091/253633-eka9yMJ855/LPS Effective Measureslps.pdf](#)

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

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

The Marshall Rubric contains 60 elements. The four examples below indicate the manner in which a teacher would demonstrate highly effective practices. Highly effective practices supporting NYSTS #1,2,3,4,5 include the element, Expectations (direct, consistent and tenacious in communicating and enforcing very high expectations. NYS Teaching Standards # 1,2,3,4,5, are also addressed with the element, Clarity (always presents material clearly and explicitly, with well chosen examples and vivid and appropriate language). NYS Teaching Standards #4 and #5 are assessed with the element, On the Spot (uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies). NYSTS #6 and 7 are addressed with the element, Reliability (carries out assignments conscientiously and punctually, keeps meticulous records and is never late).

Effective: Overall performance and results meet NYS Teaching Standards.

The four examples below indicate the manner in which a teacher would demonstrate effective practices using the Marshall Rubric. Effective practices supporting NYSTS #1, 2,3,4,5 include the element, Expectations (Clearly communicates and consistently enforces high standards for student behavior). NYS Teaching Standards # 1, 2,3,4,5, are also addressed with the element, Clarity (Uses clear explanations, appropriate language, and examples to present material). NYS Teaching Standards #4 and #5 are assessed with the element, On the Spot (Frequently checks for understanding and gives students helpful information if they seem confused). NYSTS #6 and 7 are addressed with the element, Reliability (is punctual and reliable with paperwork, duties, and assignments; keeps accurate records).

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

The four examples below indicate the manner in which a teacher would demonstrate the need to improve in order to meet the teaching standards as evidenced by the Marshall Rubric. Developing practices needing improvement in NYSTS #1, 2,3,4,5 include the element, Expectations

(Announces and posts classroom rules and punishments). NYS Teaching Standards # 1, 2,3,4,5 ,are also assessed with the element, Clarity (Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate). NYS Teaching Standards #4 and #5 are assessed with the element, On the Spot (Uses mediocre methods (e.g.,thumbs up, thumbs down) to check for understanding during instruction). NYSTS #6 and 7 indicate the need for improvement with the element, Reliability (Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines).

Ineffective: Overall performance and results do not meet NYS Teaching Standards.

The four examples below indicate the manner in which a teacher would demonstrate that their practices do not meet the NYS teaching standards as evidenced by the Marshall Rubric. Ineffective practices indicating not meeting NYSTS #1, 2,3,4,5 include the element, Expectations (Comes up with ad hoc rules and punishments as events unfold during the year). Ineffectiveness in NYS Teaching Standards # 1, 2,3,4,5 ,are also addressed with the element, Clarity (Often presents material in a confusing way, using language that is inappropriate). NYS Teaching Standards #4 and #5 are assessed with the element, On the Spot (Uses ineffective methods ("Is everyone with me?") to check for understanding). NYSTS #6 and 7 are addressed with the element, Reliability (Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.).

Provide the ranges for the 60-point scoring bands.

Highly Effective	59-60
Effective	57-58
Developing	47-56
Ineffective	0-46

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

4.6) Observations of Probationary Teachers Formal/Long	4
4.6) Observations of Probationary Teachers Informal/Short	0
4.6) Observations of Probationary Teachers 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?

- In Person

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

- Not Applicable

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

4.7) Observations of Tenured Teachers Formal/Long	0
4.7) Observations of Tenured Teachers Informal/Short	2
4.7) Observations of Tenured Teachers Total	2

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- Not Applicable

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

- In Person
-

5. Composite Scoring (Teachers)

Created Tuesday, December 04, 2012

Updated Friday, December 21, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

Highly Effective	59-60
Effective	57-58
Developing	47-56
Ineffective	0-46

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, November 29, 2012

Updated Friday, December 21, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/255684-Df0w3Xx5v6/APPR TIP LPS.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:

The following appeal process was negotiated between the Lawrence Public Schools and the Lawrence Teachers Association for tenured teachers who have been rated "ineffective".

Appeal of Teacher Evaluation

a. The annual evaluation composite score shall be presented to the teacher at a meeting between the administrator and the teacher by

September 1st.

b. Within five (5) business days of the receipt of the final annual summative from the administrator, the teacher may appeal the summative evaluation, in writing, to the building administrator. The appeal must be hand delivered to the building administrator, and the administrator must date and time stamp it.

c. The written appeal shall articulate in detail the basis of the appeal to the building administrator. As set forth in Section 3012-c of the Education Law, the evaluated teacher may only challenge:

- i. the school district's adherence to the standards and methodologies required for such review pursuant to Section 3012-c of the Education Law;
- ii. the school district's adherence to the Regulations of the Commissioner and compliance with and/or implementation of the terms of the administrator's improvement plan;
- iii. the school district's adherence to the timelines as outlined in the APPR document.

d. Within five (5) business days of receipt of the appeal, the building administrator shall render his or her determination, in writing, with respect to the appeal. These time frames may be extended by mutual agreement of the parties provided that the District ensures that the resolution of any appeal is timely and expeditious in accordance with Education law 3012-c.

e. If the appeal is not settled at step d, or an answer has not been received by the teacher in the given time specified in step d, the teacher may within five business days submit the same in writing to the Committee on Appeals. This committee shall consist of the Superintendent of Schools, the Deputy Superintendent or designee, the LTA President or designee, the LTA Grievance Chairperson, or a designee of the President, on the part of the Union, the president of the psychologists union or her designee. The committee will meet within 7-10 days for the purpose of resolving the appeal with the following exception:

a. Exception : If the composite score of the annual evaluation results in an ineffective rating and the administrator does not meet two or more deadlines, without any extenuating reasons, then the District and the Lawrence Teachers Association will agree not to move forward with the 3020-a process. The TIP plan will remain in effect for another year.

f. The committee will meet and render its decision within ten business days of Notification of the appeal.

g. If the committee fails to resolve the appeal, the appeal will be forwarded to the Superintendent of Schools or designee within seven days who will have ten (10) business days to render a decision.

h. the decision of the Superintendent of Schools or designee shall not be grievable, arbitrable, or reviewable in any other form.

i. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law Section 3020-a. However, the appeal process in its entirety will be in compliance with Education Law 3012-c.

j. Performance ratings of "ineffective" is the only ratings subject to appeal. Teachers who receive a rating of "highly effective", "effective" or "developing" shall not be permitted to appeal their rating. Teachers are permitted to attach a rebuttal.

k. Non-tenured teachers shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a teacher's improvement

6.4) Training and Certification of Lead Evaluators and Evaluators

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

The Assistant Superintendent for Academic affairs has attended numerous Network team trainings offered by NYSED and Nassau BOCES. As such, all lead evaluators (each Instructional leader in the district) have been trained in effective observation techniques and the use of the Marshall Rubric. The district is using the resources of Teaching with Poverty in Mind by Eric Jensen, Teach like a

Champion by Doug Lemov and Leadership Leverage by Paul Bambrick-Santoyo as additional resources. During the 2011-2012 and 2012-2013 school years, the Instructional Leaders within the Lawrence Public Schools participated in numerous workshops offered both in-district and by BOCES. This training included all required areas of NYSED in accordance with regulation. Training has consisted of two full days and eight workshops. The training has included the required nine components:

- 1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions.*
- 2) Evidence-based observation techniques that are grounded in research and provide for rigorous training to create inter-rater reliability.*
- 3) Application and use of the student growth percentile model*
- 4) Application and use of the Marshall Teacher and principal rubric, including training on the effective application of the rubric to observe a teacher or principal's practice with inter-rater reliability.*
- 5) Application and use of assessment tools*
- 6) Application and use of any locally selected measures of student achievement*
- 7) Use of the Statewide Instructional Reporting System*
- 8) The scoring methodology, how scores are generated for each subcomponent, and the composite effectiveness score (HEDI ratings)*
- 9) Specific considerations in evaluating teachers and principals with regard to English language learners and students with disabilities.*

The superintendent has ensured that lead evaluators participated in annual training and will be re-certified on an annual basis. Additionally, the district has arranged for on-site workshop by Kim Marshall. The Lawrence Board of Education has approved lead evaluators at the December 2012 meeting. It is the intent of the Lawrence Public Schools to provide ongoing and rigorous training in inter-reliability for the purpose of continued recertification.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, December 04, 2012

Updated Friday, December 21, 2012

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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.

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

5-8
9-12
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Kindergarten	District, regional, or BOCES-developed	Lawrence Public School District created kindergarten ELA/math assessments
1-4	District, regional, or BOCES-developed	Lawrence Public School District created grades 1 and 2 ELA and math assessments
1-4	State assessment	NYS grade 3 and 4 ELA and Math state assessment

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The Lawrence Public Schools will use the NYS grade 4 ELA and Math assessments, the NYS third grade ELA math and ELA assessments, and Lawrence Public Schools developed ELA and math assessments for grades 1 and 2 to measure student growth for state growth for principals. The state will provide the HEDI results for grade 4 ELA and math SLOs which will then be weighted proportionately with the grade 3 SLO results and the 1-2 Lawrence Public Schools developed ELA and math SLO growth. See HEDI below for grades 1,2,and 3. Grades 1-3 growth targets will be set by principals based on pre assessment results and points will be assigned based on percentage of students meeting targets on final assessments.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See attachment 7.3
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See attachment 7.3
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See attachment 7.3

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

See attachment 7.3

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

assets/survey-uploads/5365/264127-lha0DogRNw/LPS 20 points SLOs.pdf

7.4) Special Considerations for Comparable Growth Measures

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

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

N/A

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

and instruction.

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

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

8. Local Measures (Principals)

Created Wednesday, November 28, 2012

Updated Friday, December 21, 2012

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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.

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
5-8	(d) measures used by district for teacher evaluation	Star Reading Enterprise Renaissance Learning
9-12	(d) measures used by district for teacher evaluation	NYSED 11th grade English regents

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.	In the Lawrence Public Schools 5-8, we are using the percentage of students meeting the achievement target as set by principals based on pre assessment results. The same assessment will be used across all classrooms in the same grade. The percentage of students meeting the achievement target will be converted to a scale score between 0-15. Principals can achieve all points between 0-15. For Lawrence High School, achievement will be measured by the percentage of students reaching proficiency with a 65% or higher (55% for SWD and ELL) in NYS Regents.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of highly effective, the results on the achievement assessment will exceed the standard for college and career readiness. Achievement exceeding the standard will result in 14-15 points earned.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	To receive the rating of effective, the results on the achievement assessment will meet the standard. This will be applied to all principals, for college and career

readiness. Achievement meeting the standard will result in 8-13 points earned.

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

To receive the rating of developing, the results on the achievement assessment will be below the standard. This will be applied to principals for college and career readiness. Achievement below the standard will result in 3-7 points earned.

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

To receive the rating of ineffective, the results on the achievement assessment will be far below the standard . This will be applied principals for college and career readiness. Achievement well below the standard will result in 0-2 points earned.

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

(No response)

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

assets/survey-uploads/5366/253685-qBFVOWF7fC/LPS 15 points Valued Added lps.pdf

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Kindergarten	(d) measures used by district for teacher evaluation	Star Reading Enterprise Renaissance Learning
1-4	(d) measures used by district for teacher evaluation	Star Reading Enterprise Renaissance Learning

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.	At the schools within the Lawrence Public Schools with grade configurations of Kindergarten, 1-4 and 5-8, we are using the State approved 3rd party assessment (Star Reading). The same assessment will be used across all classrooms in the same grade. The percentage of students meeting their individual growth targets schoolwide will be converted to a scale score between 0-20. Principals can achieve all points between 0-20.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or	see attachment 8.2

achievement for grade/subject.	
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attachment 8.2
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attachment 8.2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see attachment 8.2

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

(No response)

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

assets/survey-uploads/5366/253685-T8MIGWUVm1/LPS 20 point Local.pdf

8.3) Locally Developed Controls

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

N/A

8.4) Principals with More Than One Locally Selected Measure

Describe the district's process for combining multiple locally selected measures where applicable for principals, each scored from 0-15 or 0-20 points as applicable, into a single subcomponent HEDI category and score.

(No response)

8.5) Assurances

Please check all of the boxes below:

8.5) Assurances Assure that the application of locally developed controls will be rigorous, fair, and transparent	Check
8.5) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students, in accordance with any applicable civil rights laws.	Check
8.5) Assurances Assure that enrolled students are included in accordance with policies for student assignment to schools and may not be excluded.	Check
8.5) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Check

8.5) Assurances Assure that the process for assigning points for locally selected measures will use the narrative HEDI descriptions described in the regulations to effectively differentiate principals' performance in ways that improve student learning and instruction.	Check
8.5) Assurances Assure that it is possible for a principal to earn each point, including 0, for the locally selected measures subcomponent.	Check
8.5) Assurances Assure that locally-selected measures are rigorous and comparable across all principals in the same or similar programs or grade configurations across the district.	Check
8.5) Assurances If more than one type of locally-selected measure is used for different groups of principals in the same or similar grade configuration or program, certify that the measures are comparable based on the Standards of Educational and Psychological Testing.	Check
8.5) Assurances Assure that all locally-selected measures for a principal are different than any measures used for the State assessment or other comparable measures subcomponent.	Check

9. Other Measures of Effectiveness (Principals)

Created Wednesday, November 28, 2012

Updated Friday, December 21, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Marshall's Principal Evaluation Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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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, combine them into a single file, and upload as an attachment for review. Click here for a downloadable copy of Form 9.2. (MS Word)

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

Lawrence Public Schools will be using the Marshall Rubric to evaluate principals. Within the six domains of the rubric, there are ten elements. Each of the elements carry the following weight: Highly effective 1.0, Effective .85, Developing .7, and Ineffective 0.

The elements within each domain will be totaled for a final domain score out of 10. Domain scores will be weighted equally.

The six domains will be added together for a final rubric score out of 60, which will be converted using the attached chart in which all scores between 0-60 may be earned. There will be no rounding, and decimals will be dropped.

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

<assets/survey-uploads/5143/253646-pMADJ4gk6R/LPS Effective Measureslps.pdf>

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

Highly Effective: Overall performance and results exceed standards.

The Marshall Principal rubric supports the ISLLC standards within the six domains. These domains and an example of an element within the domain that exceeds the standard as evidenced by highly effective practices follow: Within the domain of Diagnosis and Planning the element of Revision, highly effective rating requires the principal to regularly track progress, give and take feedback, and continuously improve performance. In Priority Management and Communication, within the element of Planning, the highly effective principal plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done. In the domain of Curriculum and Data within the element of Targets, the highly effective principal gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals. To

exceed the standard for the domain Supervision, Evaluation, and Professional Development the element of meetings requires that the principal to use all staff meetings, to get teachers highly invested in discussing results, learning best strategies, and building trust and respect. The element of expectations with the domain Discipline and Parent Involvement requires the highly effective principal to get staff buy-in for clear, school wide student-behavior standards, routines, and consequences. Finally, in the domain Management and External Relations, the element of scheduling requires a highly effective principal to create an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions. The rubrics use a four-level rating scale with the 1.0 rating for the highly effective.

Effective: Overall performance and results meet standards.

The Marshall Principal rubric supports the ISLLC standards within the six domains. These domains and an example of an element within the domain that meets the standard as evidenced by effective practices follow: Within the domain of Diagnosis and Planning the element of Revision, effective rating requires the principal to periodically measure progress, listens to feedback, and revises the strategic plan. Priority Management and Communication the element of Planning, the effective principal plans for the year, month, week, and day, keeping the highest-leverage activities front and center. In the domain of Curriculum and Data within the element of Targets, the effective principal works with grade-level and subject-area teams to set measurable student goals for the current year. To meet the standard for the domain Supervision, Evaluation, and Professional Development the element of meetings requires that the principal uses all-staff meetings to get teachers sharing strategies and becoming more cohesive. The element of expectations with the domain Discipline and Parent Involvement requires the effective principal to get staff buy-in for clear, school wide student-behavior standards, routines, and consequences. Finally, in the domain Management and External Relations, the element of scheduling requires an effective principal to create a schedule that provides meeting times for all key teams. The rubrics use a four-level rating scale with the .85 rating for the effectiveness.

Developing: Overall performance and results need improvement in order to meet standards.

The Marshall Principal rubric supports the ISLLC standards within the six domains. These domains and an example of an element within the domain that would indicate improvement needed in the standard as evidenced by developing practices follow: Within the domain of Diagnosis and Planning the element of Revision, developing rating would be assigned if the principal occasionally focuses on key data points and prods colleagues to improve. Priority Management and Communication the element of Planning, the developing principal comes to work with a list of tasks that need to be accomplished that day but is often distracted from them. In the domain of Curriculum and Data within the element of Targets, the developing principal urges grade-level/subject teams to set measurable student learning goals for the current year. If improvement is needed for the domain Supervision, Evaluation, and Professional Development the element of meetings the principal uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns. For improvement to be needed in the element of

expectations with the domain Discipline and Parent Involvement the developing principal urges staff to demand good student behavior, but allows different standards in different classrooms. Finally, in the domain Management and External Relations, the element of scheduling is observed to be developing when the principal creates a schedule with some flaws and few opportunities for team meetings. The rubrics use a four-level rating scale with the .7 rating for developing practices.

Ineffective: Overall performance and results do not meet standards.

The Marshall Principal rubric supports the ISLLC standards within the six domains. These domains and an example of an element within the domain that would the results do not meet the standard as evidenced by ineffective practices follow: Within the domain of Diagnosis and Planning the element of Revision, ineffective rating would be assigned if the principal is too caught up in daily crises to focus on emerging data. Priority Management and Communication the element of Planning, the ineffective principal has a list in his or her head of tasks to be accomplished each day, but often loses track. In the domain of Curriculum and Data, the element of Targets, the ineffective principal urges teachers to improve student achievement, but without measurable outcome goals. If the standard is not met for the domain Supervision, Evaluation, and Professional Development the element of meetings the principal rarely convenes staff members and/or uses meetings for one-way lectures on policies. If the standard is not met within the element of expectations with the domain Discipline and Parent Involvement the ineffective principal often tolerates discipline violations and enforces the rules inconsistently. Finally, in the domain Management and External Relations, the element of scheduling is observed to be ineffective when the principal creates a schedule with inequities, technical flaws, and little time for teacher teams to meet. The rubrics use a four-level rating scale with the 0 rating for ineffective practices.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	60-59
Effective	58-57
Developing	56-47
Ineffective	46-0

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	4
---------------	---

By trained administrator	0
By trained independent evaluator	0
Enter Total	4

Tenured Principals

By supervisor	4
By trained administrator	0
By trained independent evaluator	0
Enter Total	4

10. Composite Scoring (Principals)

Created Friday, November 30, 2012

Updated Thursday, December 06, 2012

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Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	59-60
Effective	57-58
Developing	47-56
Ineffective	0-46

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Friday, November 30, 2012

Updated Friday, December 21, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

<assets/survey-uploads/5276/258258-Df0w3Xx5v6/LPS PIP.pdf>

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

The following appeal process was negotiated between the Lawrence Public Schools and the Lawrence Administrators Association (ALA) for tenured principals who have been rated "ineffective".

Appeal of Principal Evaluation

a. The "ineffective" annual evaluation composite score shall be presented to the principal at a meeting between the superintendent or his designee and the principal by September 1st.

b. Within five (5) business days of the receipt of the final annual evaluation from the superintendent, the principal may appeal the evaluation, in writing, to the superintendent. The appeal must be hand delivered to superintendent and must be date and time stamped.

c. The written appeal shall articulate in detail the basis of the appeal to the building administrator. As set forth in Section 3012-c of the Education Law, the evaluated principal may only challenge:

- i. the school district's adherence to the standards and methodologies required for such review pursuant to Section 3012-c of the Education Law;
- ii. the school district's adherence to the Regulations of the Commissioner and compliance with and/or implementation of the terms of the administrator's improvement plan;
- iii. the school district's adherence to the timelines as outlined in the APPR document.

d. Within five (5) business days of receipt of the appeal, the superintendent shall render his or her determination, in writing, with respect to the appeal. These time frames may be extended by mutual agreement of the parties provided that the District ensures that the resolution of any appeal is timely and expeditious in accordance with Education law 3012-c.

e. If the appeal is not settled at step d, or an answer has not been received by the principal in the given time specified in step d, the principal may within five business days submit the same in writing to the Committee on Appeals. This committee shall consist of the Deputy Superintendent or designee, the ALA President or designee, and a third party will be chosen randomly from a predetermined pool of administrators. The committee will meet within 7-10 days for the purpose of resolving the appeal with the following exception:

a. Exception : If an annual evaluation results in an ineffective rating and the superintendent does not meet two or more deadlines, without any extenuating reasons, then the District and the ALA will agree not to move forward with the 3020-a process. The PIP plan will remain in effect for another year.

f. The committee will meet and render its decision within ten business days of Notification of the appeal.

g. If the committee fails to resolve the appeal, the appeal will be forwarded to the Superintendent of Schools or designee within seven days who will have ten (10) business days to render a decision.

h. the decision of the Superintendent of Schools or designee shall not be grievable, arbitrable, or reviewable in any other form.

i. Notwithstanding the aforementioned language, nothing herein shall be construed as limiting the right of the employee to challenge said evaluation in any proceeding brought pursuant to Education Law Section 3020-a. However, the appeal process in its entirety will be in compliance with Education Law 3012-c.

j. Performance rating of "ineffective" is the only rating subject to appeal. Principals who receive a rating of "highly effective", "effective" or "developing" shall not be permitted to appeal their rating. Principals are permitted to attach a rebuttal.

k. Non-tenured principals shall not be permitted to appeal any aspect of their annual evaluation, or the school district's issuance and/or implementation of the terms of a principal's improvement plan.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Assistant Superintendent for Academic affairs has attended numerous Network team trainings offered by NYSED and Nassau BOCES. As such, all lead evaluators (each Instructional leader in the district) have been trained in effective observation techniques and the use of the Marshall Rubric. The district is using the resources of Teaching with poverty in Mind by Eric Jensen, Teach like a Champion by Doug Lemov and Leadership Leverage by Paul Bambrick-Santoyo. During the 2011-2012 and 2012-2013 school years, the Instructional Leaders within the Lawrence Public Schools participated in numerous workshops offered both in-district and by BOCES. This training included all required areas of NYSED in accordance with regulation. Training has consisted of two full days

and eight workshops. The training has included the required nine components:

- 1) The New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions.
- 2) Evidence-based observation techniques that are grounded in research and provide for rigorous training to create inter-rater reliability.
- 3) Application and use of the student growth percentile model
- 4) Application and use of the Marshall Teacher and principal rubric, including training on the effective application of the rubric to observe a teacher or principal's practice with inter-rater reliability.
- 5) Application and use of assessment tools
- 6) Application and use of any locally selected measures of student achievement
- 7) Use of the Statewide Instructional Reporting System
- 8) The scoring methodology, how scores are generated for each subcomponent, and the composite effectiveness score (HEDI ratings)
- 9) Specific considerations in evaluating teachers and principals with regard to English language learners and students with disabilities.

The superintendent has ensured that lead evaluators participated in annual training and will be re-certified on an annual basis. Additionally, the district has arranged for on-site workshop by Kim Marshall. The Lawrence Board of Education has approved lead evaluators at the December 2012 meeting. It is the intent of the Lawrence Public Schools to provide ongoing and rigorous training in inter-reliability for the purpose of continued recertification.

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 Wednesday, November 28, 2012

Updated Friday, December 21, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/253657-3Uqgn5g9Iu/signatures 12.21.pdf>

File types supported for uploads

PDF (preferred)

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

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

Open Office (.odt, .ott)

Images (.jpg, .gif)

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

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

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

Lawrence Public Schools APPR 2012-2013

SLO Growth

HEDI	Total for Composite-----% Target	% Target (range)
Highly Effective 18-20	20 -----95-100 19 -----90-94 18 -----85-89	85 - 100
Effective 9-17	17 -----81-84 16 -----77-80 15 -----73-76 14 -----68-72 13 -----64-67 12 -----60-63 11 -----55-59 10 -----50-54 9 -----45-49	45 - 84
Developing 3-8	8 -----40-44 7 -----35-39 6 -----30-34 5 -----25-29 4 -----20-24 3 -----15-19	15 - 44
Ineffective 0-2	2 -----10-14 1 -----5-9 0 -----0-4	0 - 14

There will be no rounding. The decimal places will be dropped.

Lawrence Public Schools APPR 2012-2013

Effective Measures

HEDI	Score (points)	Total for Composite
Highly Effective	59-60	60
	56-58	59
Effective	51-55	58
	46-50	57
Developing	45	56
	44	55
	43	54
	42	53
	40-41	52
	38-39	51
	37	50
	36	49
	35	48
	34	47
	Ineffective	33
32.3-32.9		45
31.6-32.2		44
30.9-31.5		43
30.2-30.8		42
29.5-30.1		41
28.8-29.4		40
28.1-28.7		39
27.4-28.0		38
26.7-27.3		37
26.0-26.6		36
25.3-25.9		35
24.6-25.2		34
23.9-24.5		33
23.2-23.8		32
22.5-23.1		31
21.8-22.4		30
21.1-21.7		29
20.4-21.0		28
19.7-20.3		27
19.0-19.6		26
18.3-18.9		25
17.6-18.2		24
16.9-17.5	23	
16.2-16.8	22	
15.5-16.1	21	
14.8-15.4	20	

Lawrence Public Schools APPR 2012-2013

	14.1-14.7	19
	13.4-14.0	18
	12.7-13.3	17
	12-12.6	16
	11.3-11.9	15
	10.6-11.2	14
	9.9-10.5	13
	9.2-9.8	12
	8.5-9.1	11
	7.8-8.4	10
	7.1-7.7	9
	6.4-7.0	8
	5.7-6.3	7
	5.0-5.6	6
	4.3-4.9	5
	3.6-4.2	4
	2.9-3.5	3
	2.2-2.8	2
	1.5-2.1	1
	0-1.4	0

*There will be no rounding. Decimal places will be dropped.

Lawrence Public Schools APPR 2012-2013

Effective Measures

HEDI	Score (points)	Total for Composite
Highly Effective	59-60	60
	56-58	59
Effective	51-55	58
	46-50	57
Developing	45	56
	44	55
	43	54
	42	53
	40-41	52
	38-39	51
	37	50
	36	49
	35	48
	34	47
	Ineffective	33
32.3-32.9		45
31.6-32.2		44
30.9-31.5		43
30.2-30.8		42
29.5-30.1		41
28.8-29.4		40
28.1-28.7		39
27.4-28.0		38
26.7-27.3		37
26.0-26.6		36
25.3-25.9		35
24.6-25.2		34
23.9-24.5		33
23.2-23.8		32
22.5-23.1		31
21.8-22.4		30
21.1-21.7		29
20.4-21.0		28
19.7-20.3		27
19.0-19.6		26
18.3-18.9		25
17.6-18.2		24
16.9-17.5	23	
16.2-16.8	22	
15.5-16.1	21	
14.8-15.4	20	

Lawrence Public Schools APPR 2012-2013

	14.1-14.7	19
	13.4-14.0	18
	12.7-13.3	17
	12-12.6	16
	11.3-11.9	15
	10.6-11.2	14
	9.9-10.5	13
	9.2-9.8	12
	8.5-9.1	11
	7.8-8.4	10
	7.1-7.7	9
	6.4-7.0	8
	5.7-6.3	7
	5.0-5.6	6
	4.3-4.9	5
	3.6-4.2	4
	2.9-3.5	3
	2.2-2.8	2
	1.5-2.1	1
	0-1.4	0

*There will be no rounding. Decimal places will be dropped.

Lawrence Public Schools APPR 2012-2013

Valued Added 15 points

HEDI	Total for Composite-----% of Growth	% Target (range)
Highly Effective	15 ----- ≥ 12 14 -----11.00 – 11.99	≥ 11
Effective	13 -----9.65-10.99 12 -----8.32-9.64 11 -----6.99-8.31 10 -----5.66-6.98 9 -----4.33-5.65 8 -----3.00-4.32	3 – 10.99
Developing	7 -----2.60-2.99 6 -----2.20-2.59 5 -----1.80-2.19 4 -----1.40-1.79 3 -----1.00-1.39	1 – 2.99
Ineffective	2 -----.67-.99 1 -----.34-.66 0 ----- 0-.33	0 – .99

Lawrence Public Schools APPR 2012-2013

Local Achievement

HEDI	Total for Composite -----% Target	% Target (range)
Highly Effective	15 -----93-100 14 -----85-92	85 - 100
Effective	13 -----80-84 12 -----73-79 11 -----66-72 10 -----59-65 9 -----52-58 8 -----45-51	45 - 84
Developing	7 -----39-44 6 -----33-38 5 -----27-32 4 -----21-26 3 -----15-20	15-44
Ineffective	2 -----10-14 1 -----5-9 0 -----0-4	0-14

There will be no rounding. The decimal places will be dropped.

Lawrence Public Schools APPR 2012-2013

Local Achievement

HEDI	Total for Composite -----% Target	% Target (range)
Highly Effective	20 -----95-100 19 -----90-94 18 -----85-89	85 - 100
Effective	17 -----81-84 16 -----77-80 15 -----73-76 14 -----68-72 13 -----64-67 12 -----60-63 11 -----55-59 10 -----50-54 9 -----45-49	45 - 84
Developing	8 -----40-44 7 -----35-39 6 -----30-34 5 -----25-29 4 -----20-24 3 -----15-19	15-44
Ineffective	2 -----10-14 1 -----5-9 0 -----0-4	0-14

There will be no rounding. The decimal places will be dropped.

Lawrence Public Schools APPR 2012-2013

Local School-Wide Growth

HEDI	Total for Composite-----% of Growth	% Target (range)
Highly Effective	20 ----- ≥ 12 19 -----11.51 – 11.99 18 -----11.00 – 11.50	≥ 11
Effective	17 -----10.16-10.99 16 -----9.32-10.15 15 -----8.49-9.31 14 -----7.66-8.48 13 -----6.83-7.65 12 -----6.00-6.82 11 -----5.00-5.99 10 -----4.00-4.99 9 -----3.00-3.99	3 – 10
Developing	8 -----2.65-2.99 7 -----2.32-2.64 6 -----1.99-2.31 5 -----1.66-1.98 4 -----1.33-1.65 3 -----1.00-1.32	1 – 3
Ineffective	2 -----.67-.99 1 -----.34-.66 0 -----0-.33	0 – 2

Lawrence Public Schools

Principal Improvement Plan (PIP)

Principal's name _____ Academic Year _____

Circle appropriate school LHS LMS #5 #2 #4

This plan is developed as a result of an overall rating of "developing" or "ineffective" .

Circle the appropriate response

This is the principal's first year with a PIP second year with a PIP

Domains within the Marshall Rubric receiving "developing" or ineffective" are indicated below:

Domain	Goal	Action Steps	Timeline	Resources

:

Progress towards improvement as reviewed during school year (Superintendent or his designee and principal initial and date after each meeting)

Date of meeting	Superintendent/designee	Principal	Evidence/outcome
November			
January			
March			
May			

Lawrence Public Schools

Teacher Improvement Plan (TIP)

Teacher's name _____ Academic Year _____

Assignment _____

This plan is developed as a result of an overall rating of "developing" or "ineffective" and is created within the time limits as required by law and commissioner's regulation.

Circle the appropriate response: This is the teacher's first year with a TIP second year with a TIP

The following mentor is assigned _____

Area of Improvement	Goal	Action Steps	Timeline	Resources

Progress towards improvement (parties initial and date after each meeting).

Date of meeting	Instructional leader	Teacher	Evidence/outcome	Plan revised Y/N (attach)					
November									
January									
March									
Other									
Observations:									
Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June

Signed and dated at time of plan development:

Teacher _____

Instructional leader _____

Superintendent/designee _____

Union President _____ AP2012

Lawrence Public Schools APPR 2012-2013

Valued Added 15 points

HEDI	Total for Composite-----% of Growth	% Target (range)
Highly Effective	15 ----- ≥ 12 14 -----11.00 – 11.99	≥ 11
Effective	13 -----9.65-10.99 12 -----8.32-9.64 11 -----6.99-8.31 10 -----5.66-6.98 9 -----4.33-5.65 8 -----3.00-4.32	3 – 10.99
Developing	7 -----2.60-2.99 6 -----2.20-2.59 5 -----1.80-2.19 4 -----1.40-1.79 3 -----1.00-1.39	1 – 2.99
Ineffective	2 -----.67-.99 1 -----.34-.66 0 ----- 0-.33	0 – .99

Lawrence Public Schools APPR 2012-2013

Local Achievement

HEDI	Total for Composite -----% Target	% Target (range)
Highly Effective	15 -----93-100 14 -----85-92	85 - 100
Effective	13 -----80-84 12 -----73-79 11 -----66-72 10 -----59-65 9 -----52-58 8 -----45-51	45 - 84
Developing	7 -----39-44 6 -----33-38 5 -----27-32 4 -----21-26 3 -----15-20	15-44
Ineffective	2 -----10-14 1 -----5-9 0 -----0-4	0-14

There will be no rounding. The decimal places will be dropped.

Lawrence Public Schools APPR 2012-2013

Local Achievement

HEDI	Total for Composite -----% Target	% Target (range)
Highly Effective	20 -----95-100 19 -----90-94 18 -----85-89	85 - 100
Effective	17 -----81-84 16 -----77-80 15 -----73-76 14 -----68-72 13 -----64-67 12 -----60-63 11 -----55-59 10 -----50-54 9 -----45-49	45 - 84
Developing	8 -----40-44 7 -----35-39 6 -----30-34 5 -----25-29 4 -----20-24 3 -----15-19	15-44
Ineffective	2 -----10-14 1 -----5-9 0 -----0-4	0-14

There will be no rounding. The decimal places will be dropped.

Lawrence Public Schools APPR 2012-2013

Local School-Wide Growth

HEDI	Total for Composite-----% of Growth	% Target (range)
Highly Effective	20 ----- ≥ 12 19 -----11.51 – 11.99 18 -----11.00 – 11.50	≥ 11
Effective	17 -----10.16-10.99 16 -----9.32-10.15 15 -----8.49-9.31 14 -----7.66-8.48 13 -----6.83-7.65 12 -----6.00-6.82 11 -----5.00-5.99 10 -----4.00-4.99 9 -----3.00-3.99	3 – 10.99
Developing	8 -----2.65-2.99 7 -----2.32-2.64 6 -----1.99-2.31 5 -----1.66-1.98 4 -----1.33-1.65 3 -----1.00-1.32	1 – 2.99
Ineffective	2 -----.67-.99 1 -----.34-.66 0 -----0-.33	0 – .99

Lawrence Public Schools APPR 2012-2013

SLO Growth

HEDI	Total for Composite-----% Target	% Target (range)
Highly Effective 18-20	20 -----95-100 19 -----90-94 18 -----85-89	85 - 100
Effective 9-17	17 -----81-84 16 -----77-80 15 -----73-76 14 -----68-72 13 -----64-67 12 -----60-63 11 -----55-59 10 -----50-54 9 -----45-49	45 - 84
Developing 3-8	8 -----40-44 7 -----35-39 6 -----30-34 5 -----25-29 4 -----20-24 3 -----15-19	15 - 44
Ineffective 0-2	2 -----10-14 1 -----5-9 0 -----0-4	0 - 14

There will be no rounding. The decimal places will be dropped.

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date: 12/21/2012

 _____

Teachers Union President Signature: Date:

 _____ 12/21/2012

Administrative Union President Signature: Date:

 _____ 12/22/12

Board of Education President Signature: Date:

 _____ 12/21/2012