



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

Commissioner of Education
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January 7, 2013

Dr. Richard N. Johns, Superintendent
Liverpool Central School District
195 Blackberry Road
Liverpool, NY 13090

Dear Superintendent Johns:

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: J. Francis Manning

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

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

Annual Professional Performance Reviews: 2012-13

Created Monday, June 04, 2012

Updated Friday, December 21, 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

421501060000

1.2) School District Name:

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

LIVERPOOL CSD

1.3) School Improvement Grant (SIG) Districts Only

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

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 Friday, July 20, 2012

Updated Friday, December 21, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Liverpool developed grade K ELA assessment
1	District, regional, or BOCES-developed assessment	Liverpool developed grade 1 ELA assessment
2	District, regional, or BOCES-developed assessment	Liverpool developed grade 2 ELA assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students were given a pretest and/or teachers collected evidence about student's prior academic performance at the beginning of the year to establish a baseline. Using baseline data collected, a class wide growth target was set by the teachers for the students on each teacher's roster. HEDI points will be awarded to a teacher based on a percentage of students meeting or exceeding class wide growth target. See chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well above state average for similar students (or District goals if no state test). See chart in 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet state average for similar students (or District goals if no state test). See chart in 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below state average for similar students (or District goals if no state test). See chart in 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are well below state average for similar students (or District goals if no state test). See chart in 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	Liverpool developed grade K Math assessment
1	District, regional, or BOCES-developed assessment	Liverpool developed grade 1 Math assessment
2	District, regional, or BOCES-developed assessment	Liverpool developed grade 2 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.	Students were given a pretest and/or teachers collected evidence about student's prior academic performance at the beginning of the year to establish a baseline. Using baseline data collected, a class wide growth target was set by the teachers for the students on each teacher's roster. HEDI points will be awarded to a teacher based on a percentage of students meeting or exceeding class wide growth target. See chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well above state average for similar students (or District goals if no state test). See chart in 2.11.

Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet state average for similar students (or District goals if no state test). See chart in 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below state average for similar students (or District goals if no state test). See chart in 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are well below state average for similar students (or District goals if no state test). See chart in 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	Liverpool developed grade 6 Science assessment
7	District, regional or BOCES-developed assessment	Liverpool 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.	Students were given a pretest and/or teachers collected evidence about student's prior academic performance at the beginning of the year to establish a baseline. Using baseline data collected, a class wide growth target was set by the teachers for the students on each teacher's roster. HEDI points will be awarded to a teacher based on a percentage of students meeting or exceeding class wide growth target. See chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	Results are well above state average for similar students (or District goals if no state test). See chart in 2.11.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet state average for similar students (or District goals if no state test). See chart in 2.11.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below state average for similar students (or District goals if no state test). See chart in 2.11.
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	Results are well below state average for similar students (or District goals if no state test). See chart in 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	Liverpool developed grade 6 Social Studies assessment
7	District, regional or BOCES-developed assessment	Liverpool developed grade 7 Social Studies assessment
8	District, regional or BOCES-developed assessment	Liverpool developed grade 8 Social Studies assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students were given a pretest and/or teachers collected evidence about student's prior academic performance at the beginning of the year to establish a baseline. Using baseline data collected, a class wide growth target was set by the teachers for the students on each teacher's roster. HEDI points will be awarded to a teacher based on a percentage of students meeting or exceeding class wide growth target. See chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above state average for similar students (or District goals if no state test). See chart in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet state average for similar students (or District goals if no state test). See chart in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below state average for similar students (or District goals if no state test). See chart in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below state average for similar students (or District goals if no state test). See chart in 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	Liverpool developed grade 9 Social Studies assessment

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

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

assurances in the Comparable Growth Measures subcomponent. Include any district-determined expectations for student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	Students were given a pretest and/or teachers collected evidence about student's prior academic performance at the beginning of the year to establish a baseline. Using baseline data collected, a class wide growth target was set by the teachers for the students on each teacher's roster. HEDI points will be awarded to a teacher based on a percentage of students meeting or exceeding class wide growth target. See chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above state average for similar students (or District goals if no state test). See chart in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet state average for similar students (or District goals if no state test). See chart in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below state average for similar students (or District goals if no state test). See chart in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below state average for similar students (or District goals if no state test). See chart in 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.	Students were given a pretest and/or teachers collected evidence about student's prior academic performance at the beginning of the year to establish a baseline. Using baseline data collected, a class wide growth target was set by the teachers for the students on each teacher's roster. HEDI points will be awarded to a teacher based on a percentage of students meeting or exceeding class wide growth target. See chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above state average for similar students (or District goals if no state test). See chart in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet state average for similar students (or District goals if no state test). See chart in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below state average for similar students (or District goals if no state test). See chart in 2.11.

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

Results are well below state average for similar students (or District goals if no state test). See chart in 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.	Students were given a pretest and/or teachers collected evidence about student's prior academic performance at the beginning of the year to establish a baseline. Using baseline data collected, a class wide growth target was set by the teachers for the students on each teacher's roster. HEDI points will be awarded to a teacher based on a percentage of students meeting or exceeding class wide growth target. See chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above state average for similar students (or District goals if no state test). See chart in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet state average for similar students (or District goals if no state test). See chart in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below state average for similar students (or District goals if no state test). See chart in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below state average for similar students (or District goals if no state test). See chart in 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	Liverpool developed grade 9 ELA assessment

graphic at 2.11, below.	baseline data collected, a class wide growth target was set by the teachers for the students on each teacher's roster. HEDI points will be awarded to a teacher based on a percentage of students meeting or exceeding class wide growth target. See chart in 2.11.
Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	Results are well above state average for similar students (or District goals if no state test). See chart in 2.11.
Effective (9 - 17 points) Results meet District goals for similar students.	Results meet state average for similar students (or District goals if no state test). See chart in 2.11.
Developing (3 - 8 points) Results are below District goals for similar students.	Results are below state average for similar students (or District goals if no state test). See chart in 2.11.
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	Results are well below state average for similar students (or District goals if no state test). See chart in 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/5364/154009-TXEttx9bQW/Liverpool District, Scoring Bands 0-20_1.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 Friday, November 09, 2012
Updated Thursday, January 03, 2013

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Locally Selected Measures of Student Achievement or Growth

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

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

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

.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	AIMSWeb and Scholastic Reading Inventory
5	6(ii) School wide measure computed locally	AIMSWeb and Scholastic Reading Inventory
6	6(ii) School wide measure computed locally	AIMSWeb and Scholastic Reading Inventory
7	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment

8	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment
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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.	For grades 4-6: HEDI points will be awarded to a teacher on a percentage of students school wide who are at or above the grade level reading level as indicated by AIMSWeb and the Scholastic Reading Inventory. For grades 7-8: HEDI points will be allocated to a teacher based on the percentage of students scoring proficient or better on the district-developed literacy assessment. Proficiency is defined as a score of 75 on the targeted literacy standards in reading, writing, and language. See chart in 3.3.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.3.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.3.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.3.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 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	AIMSWeb and Scholastic Reading Inventory
5	6(ii) School wide measure computed locally	AIMSWeb and Scholastic Reading Inventory
6	6(ii) School wide measure computed locally	AIMSWeb and Scholastic Reading Inventory
7	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment
8	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>For grades 4-6: HEDI points will be awarded to a teacher on a percentage of students school wide who are at or above the grade level reading level as indicated by AIMSWeb and the Scholastic Reading Inventory.</p> <p>For grades 7-8: HEDI points will be allocated to a teacher based on the percentage of students scoring proficient or better on the district-developed literacy assessment. Proficiency is defined as a score of 75 on the targeted literacy standards in reading, writing, and language. See chart in 3.3.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are well above District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.3.</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results meet District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.3.</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.3.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are well below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.3.</p>

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/5139/225474-rhJdBgDruP/Liverpool District, Scoring Bands 0-15.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	AIMSWeb and Scholastic Reading Inventory
1	6(ii) School-wide measure computed locally	AIMSWeb and Scholastic Reading Inventory

2	6(ii) School-wide measure computed locally	AIMSWeb and Scholastic Reading Inventory
3	6(ii) School-wide measure computed locally	AIMSWeb and Scholastic Reading Inventory

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades K-3: HEDI points will be awarded to a teacher on a percentage of students school wide who are at or above the grade level reading level as measured by AIMSWeb and the Scholastic Reading Inventory. See chart in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.

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

For Grades K-3 Math: describe the district-adopted expectations for the level of growth or achievement needed for a teacher to earn each of the four HEDI rating categories and the process for assigning points within rating categories that ensures it is possible for a

teacher to earn any of the points in a scoring range, consistent with regulations and assurances.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades K-3: HEDI points will be awarded to a teacher on a percentage of students school wide who are at or above the grade level reading level as measured by AIMSWeb and Scholastic Reading Inventory. See chart in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.

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	AIMSWeb and Scholastic Reading Inventory
7	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment
8	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grade 6: HEDI points will be awarded to a teacher on a percentage of students school wide who are at or above the grade level reading level as indicated by AIMSWeb and the Scholastic Reading Inventory. For grades 7-8: HEDI points will be allocated to a teacher based on the percentage of students scoring proficient or better on the district-developed literacy assessment. Proficiency is defined as a score of 75 on the targeted literacy standards in reading, writing, and language. See chart in 3.3.
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Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.

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	AIMSWeb and Scholastic Reading Inventory
7	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment
8	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grade 6: HEDI points will be awarded to a teacher on a percentage of students school wide who are at or above the grade level reading level as indicated by AIMSWeb and the Scholastic Reading Inventory. For grades 7-8: HEDI points will be allocated to a teacher based on the percentage of students scoring proficient or better on the district-developed literacy assessment. Proficiency is defined as a score of 75 on the targeted literacy standards in reading, writing, and language. See chart in 3.3.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment
Global 2	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment
American History	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades 9-12: HEDI points will be allocated to a teacher based on the percentage of students scoring proficient or better on the district-developed literacy assessment. Proficiency is defined as a score of 75 on the targeted literacy standards in reading, writing, and language. See chart in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment
Earth Science	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment
Chemistry	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment
Physics	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades 9-12: HEDI points will be allocated to a teacher based on the percentage of students scoring proficient or better on the district-developed literacy assessment. Proficiency is defined as a score of 75 on the targeted literacy standards in reading, writing, and language. See chart in 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment
Geometry	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment
Algebra 2	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades 9-12: HEDI points will be allocated to a teacher based on the percentage of students scoring proficient or better on the district-developed literacy assessment. Proficiency is defined as a score of 75 on the targeted literacy standards in reading, writing, and language. See chart in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.

3.11) High School English Language Arts

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

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

Locally-Selected Measure from List of Approved Measures	Assessment
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Grade 9 ELA	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment
Grade 10 ELA	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment
Grade 11 ELA	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	For grades 9-12: HEDI points will be allocated to a teacher based on the percentage of students scoring proficient or better on the district-developed literacy assessment. Proficiency is defined as a score of 75 on the targeted literacy standards in reading, writing, and language. See chart in 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well above District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results are well below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.

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
All other courses not listed above grades K-6	6(ii) School wide measure computed locally	AIMSWeb and Scholastic Reading Inventory
All other courses not listed above grades 7-8	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment
All other courses not listed above grades 9-12	6(ii) School wide measure computed locally	Liverpool developed grade specific literacy assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>For grades K-6: HEDI points will be awarded to a teacher on a percentage of students school wide who are at or above the grade level reading level as indicated by AIMSWeb and the Scholastic Reading Inventory. For grades 7-8: HEDI points will be allocated to a teacher based on the percentage of students scoring proficient or better on the district-developed literacy assessment. Proficiency is defined as a score of 75 on the targeted literacy standards in reading, writing, and language. See chart in 3.13. For grades 9-12: HEDI points will be allocated to a teacher based on the percentage of students scoring proficient or better on the district-developed literacy assessment. Proficiency is defined as a score of 75 on the targeted literacy standards in reading, writing, and language. See chart in 3.13.</p>
<p>Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are well above District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.</p>
<p>Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results meet District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.</p>
<p>Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>Results are well below District- or BOCES- adopted expectations for achievement of student learning standards for grade/subject. See chart in 3.13.</p>

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

(No response)

3.13) HEDI Tables or Graphics

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

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.

Not applicable.

3.15) Teachers with More Than One Locally Selected Measure

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

Not applicable.

3.16) Assurances

Please check all of the boxes below:

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

4. Other Measures of Effectiveness (Teachers)

Created Friday, November 09, 2012

Updated Friday, December 21, 2012

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4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

Multiple (at least two) classroom observations by principal or other trained administrator, at least one of which must be unannounced [at least 31 points]	60
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	(No response)

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.

Measures of teacher effectiveness based on the Teaching Standards prescribed by the Commissioner and the Danielson Framework for Teaching Rubric, 2007 Edition - 60 Points.

The teacher practice rubric shall be the Danielson 2007 Framework for Teaching Rubric.

The 60 points shall be determined in accordance with the attached Points Allocation Danielson Framework for Teaching, 2007 Edition (Exhibit H).

The points allocation for the Framework for Teaching Rubric involves assignment of a specific number or HEDI rating (1, ineffective;

2, developing, 3, effective, 4, highly effective) for each element in Domains 1 to 4. The points for each Domain are totaled and divided by the number of elements in that Domain (e.g. Domain 1 has 6 elements) resulting in a score. The scores from each Domain will then be totaled, and divided by four, indicating the four Domains, to arrive at a final score. This score is referred to a conversion chart that ranges from 0 to 60 to arrive at the final composite score. The conversion chart is Exhibit M.

On the attached conversion chart, the rubric value listed is the minimum value/score necessary to achieve the corresponding HEDI score. We understand the composite score must be reported in whole numbers.

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/5091/225544-eka9yMJ855/Liverpool Conversion Chart.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.	See chart in 4.5.
Effective: Overall performance and results meet NYS Teaching Standards.	See chart in 4.5.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See chart in 4.5.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See chart in 4.5.

Provide the ranges for the 60-point scoring bands.

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

4.6) Observations of Probationary Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
-------------	---

Informal/Short	0
----------------	---

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person

4.7) Observations of Tenured Teachers

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

By building principals or other trained administrators

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

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

- In Person

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

- In Person
-

5. Composite Scoring (Teachers)

Created Friday, July 20, 2012

Updated Friday, December 21, 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 student growth or achievement for grade/subject.

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Friday, July 20, 2012

Updated Friday, December 21, 2012

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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/5265/154002-Df0w3Xx5v6/Exhibit L, TIP template 1012.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 purpose of the internal APPR appeal process is to foster and nurture growth of the professional staff in order to maintain a highly qualified and effective work force. All tenured and probationary employees whose APPR rating meet the appeal process criteria identified below may use this appeal process. A teacher may not file multiple appeals regarding the same performance review or TIP. All grounds for appeal must be raised within one appeal, provided that the teacher knew or could have reasonably known the ground(s) existed at the time the appeal was initiated, in which instance a further appeal may be filed but only based upon such

previously unknown ground(s).

With mutual agreement, the timelines noted within the Appeal process can be extended. Any extension will be timely and expeditious in compliance with Education Law 3012-C.

APPR Subject to Appeal Procedures

Any unit member aggrieved by an APPR rating of either “ineffective” or “developing” may challenge that APPR rating. In accordance with Education Law §3012-c (5), an APPR rating which is the subject of a pending appeal shall not be sought to be offered in evidence or placed in evidence in an Education Law §3020-a proceeding, or locally negotiated procedure, until the appeal process is concluded.

Grounds for an Appeal

An appeal may be filed challenging the APPR rating based upon one or more of the following grounds:

- a. The substance of the Annual Professional Performance Review;*
- b. The District’s failure to adhere to the standards and methodologies required for the Annual Professional Performance Review, pursuant to Education Law §3012-c and applicable rules and regulations;*
- c. The District’s failure to comply with either the applicable regulations of the Commissioner of Education, or locally negotiated procedures;*
- d. The District’s failure to issue and/or implement the terms of the Teacher Improvement Plan, where applicable, as required under Education Law §3012-c.*

Burden of Proof

The burden of proof shall be on the school district to establish in the preponderance of evidence that the rating given to the teacher was justified. The teacher has the burden of establishing the facts upon which the teacher, the appellant, seeks relief.

Notification of the Appeal

In order to be timely, the notification of the APPR appeal shall be filed, in writing, within 15 calendar days after the teacher has received the APPR rating (must be received by September 1). Notification of the appeal shall be provided to the Superintendent of Schools or his/her designee.

Lead Evaluator’s Written Response to Appeal

Within 15 calendar days of the receipt of an appeal, the lead evaluator must submit a detailed written response to the employee. The response must include all additional documents, evidence, or written materials specific to the point(s) of disagreement and/or are relevant to the resolution of the appeal. Material not submitted at the time the response is filed shall not be considered in the deliberations related to the resolution of the appeal.

Decision on Appeal

Step 1: Conference with the Lead Evaluator

The bargaining unit member upon request shall be entitled to an Association representative being present. The conference shall be held no more than five calendar days after receiving the District response. The conference shall be an informal meeting wherein the authoring administrator and the employee are able to discuss the evaluation and the area(s) of dispute.

If the bargaining unit member is not satisfied with the outcome of the meeting, he/she may proceed to the second step of the appeal process. The second step shall be initiated by the unit member notifying the APPR Review Committee in writing, within five calendar days of the conclusion of the conference.

Step 2: APPR Review Committee.

The Committee shall consist of:

- a. One tenured District Administrator, certified to conduct evaluations, appointed by the Superintendent or his/her designee. The Administrator appointed shall not be the administrator who authored the evaluation.*

b. Two tenured teachers, appointed by the President of ULFA or his/her designee.

The APPR Review committee shall reach its decision using the consensus model within 10 calendar days of receipt of the unit member's notice of dissatisfaction with the District's written response to the appeal.

If consensus is reached, and the bargaining unit member is still not satisfied with the outcome of the meeting, he/she may proceed to the third step of the appeal process. The third step shall be initiated by the unit member notifying the Labor Management Panel in writing, within five calendar days of the conclusion of the decision.

If consensus is not reached, the Committee shall write up the opposing viewpoints and submit the document to the Lead Evaluator, the Employee, the ULFA President, and the Superintendent. The findings are then forwarded within ten calendar days to the third step of the appeal process, the Labor Management Panel.

Step 3: Labor Management Panel

Appeals shall be decided in a final and binding manner, by a three member Labor Management Panel consisting of one representative designated by the ULFA President, one member designated by the Superintendent of LCSD, and a third member from a pre-established list developed by the Labor Management Committee. The Panel for each appeal should not include previously designated individuals. Such list shall be approved by the Association and the District by September 1 of each year.

Decision of the Labor Management Panel will be made within 10 calendar days of receipt of the unit member's notice of dissatisfaction with the APPR Review Committee's decision. The decision will be binding.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the appeal. The Labor Management Panel shall have the authority to set aside, modify, or affirm the rating. A new evaluation may be ordered.

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.

Liverpool Central School District opted to create a Network Team Equivalent (NTE) of three individuals who have participated in all NYSED trainings in Albany. The three member NTE consists of the Assistant Superintendent for School Improvement and the Executive Directors for Elementary and Secondary Education and Curriculum Development. The extensive trainings included all elements of the Reform Agenda – common core learning standards, data driven instruction, and APPR, evaluation and supervision. In addition, the NTE attended the Principal Evaluator training sponsored by Onondaga Cortland Madison BOCES during school years 2011-2012 and 2012-2013. A team of principals attended the Lead Evaluator training sponsored by Onondaga Cortland Madison BOCES during school year 2011-2012. A second team of principals is attending the training during school year 2012-2013.

The Lead Evaluator training includes all of the state-prescribed components:

1. New York State Teaching Standards and Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile and VA Growth Model data
4. Application and use of the State-approved teacher or principal rubrics
5. Application and use of any assessment tools used to evaluate teachers and principals
6. Application and use of State-approved locally selected measures of student achievement
7. Use of the Statewide Instructional Reporting System
8. Scoring methodology used to evaluate teachers and principals
9. Specific considerations in evaluating teachers and principals of ELLs and students with disabilities

The Principal Evaluator training includes all of the state-prescribed components:

1. ISLLC 2008 Leadership Standards
2. Evidence-based observation
3. Application and use of Student Growth Percentile and VA growth Model data
4. Application and use of the State-approved Multidimensional Principal Performance Rubrics (Training provided by Joanne Picone-Zochia, co-author of the rubric)
5. Application and use of any assessment tools used to evaluate principals
6. Application and use of State-approved locally selected measures of student achievement
7. Use of the Statewide Instructional Reporting System

8. *Scoring methodology used to evaluate principals*
9. *Specific considerations in evaluating principals of ELLs and students with disabilities*

Additionally, the following components will be addressed in the Principal Evaluator training:

1. *State-determined district-wide student growth goal setting process (Student Learning Objectives)*
2. *Effective supervisory visits and feedback*
3. *Soliciting structured feedback from constituent groups*
4. *Reviewing school documents, records, state accountability processes and other measures*
5. *Principal contribution to teacher effectiveness*
6. *Goal Setting and Attainment, using the Multidimensional Principal Performance Rubric tool (Training provided by Joanne Picone-Zochia, co-author of the rubric)*

The NTE turnkeyed all NYSED trainings to the administrative and the instructional staff to ensure that the necessary elements of CCLS, DDI, and APPR were fully embedded within the culture of the District. Monthly administrative meetings are used to provide updates of all components of the training, and to practice inter-rater reliability with the selected supervision process.

The District also sponsored supervision and evaluation training directly from Charlotte Danielson's company with Bernie Cleland as the trainer during the summer of 2010, and again with Bernie Cleland from Teaching and learning solutions during the summer of 2012.

The Assistant Superintendent for School Improvement, Dr. Maureen A. Patterson, the Executive Director for Elementary Education, Mr. Steven Garraffo, and the Executive Director for Secondary Education, Mr. Mark Potter, will be certified by the Superintendent of Schools, Dr. Richard N. Johns and the Board of Education as the Principal Evaluators. The building principals and the three Network Team members listed above will be certified by the Board of Education to conduct evaluations on the District's instructional staff. The NTE and Principals will receive refresher trainings every year, and will be recertified annually. New administrators will receive training to be a lead evaluator after hiring.

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 Thursday, July 12, 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):

K-6
7-8
9-12
(No response)
(No response)
(No response)
(No response)

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

Please check the boxes below:

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

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
9-12	State assessment	All NYS Regents Examinations
9-12	District, regional, or BOCES-developed	Liverpool developed, grade/subject specific assessments

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	Students were given a pretest and/or evidence was collected evidence about student's prior academic performance at the beginning of the year to establish a baseline. Using baseline data collected, a class wide growth target was set collaboratively by the teacher and principal for the students on each teacher's roster. HEDI points will be awarded to a principal based on a percentage of students meeting or exceeding class wide growth target. See chart in 7.3.
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See chart in 7.3.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See chart in 7.3.
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See chart in 7.3.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	See chart in 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.

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.

Not Applicable

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

8. Local Measures (Principals)

Created Friday, July 20, 2012

Updated Thursday, January 03, 2013

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
K-6	(d) measures used by district for teacher evaluation	AIMSWeb and Scholastic Reading Inventory
7-8	(d) measures used by district for teacher evaluation	Liverpool developed grade specific literacy assessment
9-12	(d) measures used by district for teacher evaluation	Liverpool developed grade specific literacy assessment

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

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

<p>Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.</p>	<p>For grades K-6: HEDI points will be awarded to a principal on a percentage of students school wide who are at or above the grade level reading level as indicated by AIMSWeb and the Scholastic Reading Inventory.</p> <p>For grades 7-8: HEDI points will be allocated to a principal based on the percentage of students scoring proficient or better on the district-developed literacy assessment. Proficiency is defined as a score of 75 on the targeted literacy standards in reading, writing, and language. See charts in 8.1.</p> <p>For grades 9-12: HEDI points will be allocated to a principal based on the percentage of students scoring proficient or better on the district-developed literacy assessment. Proficiency is defined as a score of 75 on the targeted literacy standards in reading, writing, and</p>
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	language. See charts in 8.1.
Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See charts in 8.1.
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See charts in 8.1.
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See charts in 8.1.
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See charts in 8.1.

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/5366/153945-qBFVOWF7fC/Liverpool District, Scoring Bands, 0-15 and 0-20.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

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.	Not Applicable
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Not Applicable

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

Not Applicable

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.

Not Applicable

8.5) Assurances

Please check all of the boxes below:

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

9. Other Measures of Effectiveness (Principals)

Created Friday, July 20, 2012

Updated Friday, January 04, 2013

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9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

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

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The district shall utilize the LCI Multidimensional Rubric for Principal Evaluation that references the ISLLC 2008 Standards by using a system that assigns 1 - 4 points for each of the 18 subcomponents. The principal evaluators and principals will collaboratively discuss building visitations and principal portfolio evidence. Each of the 18 subcomponents in the six domains are worth points ranging from 1 - 4 points. Subcomponent scores will be totaled and averaged (total points divided by 18) to result in a composite score of 1 - 4. HEDI points (0 - 4) will be awarded according to the attached points allocation document by using the conversion chart.

We understand the composite score must be reported in whole numbers in the event of a decimal score.

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/5143/153959-pMADJ4gk6R/Liverpool, Administrators Points Allocation and Conversion Chart.pdf

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

Highly Effective: Overall performance and results exceed standards.	Overall performance and results exceed standards.
Effective: Overall performance and results meet standards.	Overall performance and results meet standards.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance and results need improvement in order to meet standards.
Ineffective: Overall performance and results do not meet standards.	Overall performance and results do not meet standards.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	55-60
Effective	51-54

Developing	49-50
Ineffective	0-48

9.8) School Visits

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

Probationary Principals

By supervisor	3
By trained administrator	3
By trained independent evaluator	0
Enter Total	6

Tenured Principals

By supervisor	3
By trained administrator	3
By trained independent evaluator	0
Enter Total	6

10. Composite Scoring (Principals)

Created Friday, July 20, 2012

Updated Thursday, December 13, 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	55-60
Effective	51-54
Developing	49-50
Ineffective	0-48

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Monday, June 04, 2012

Updated Friday, December 21, 2012

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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/5276/138717-Df0w3Xx5v6/LCSD, Principal Improvement Plan, rev.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:

*Liverpool Central School District
Principal APPR Appeal Process*

This appeals procedure is proposed to address a principal's due process rights while ensuring that appeals are resolved in an expeditious manner.

CHALLENGES IN AN APPEAL:

Appeals procedures will limit the scope of appeals under Education Law 3012-c to the following subjects:

- 1. the substance of the annual professional performance review;*
- 2. the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-c;*
- 3. the adherence to the Commissioner's regulations, as applicable to such reviews;*
- 4. compliance with any applicable locally negotiated procedures applicable to annual professional performance reviews or improvement plans; and*
- 5. the school district's issuance and/or implementation of the terms of a principal improvement plan under Education Law 3012-c.*

RATINGS THAT MAY BE APPEALED:

Appeals of annual professional performance reviews will be limited to those that rate a principal as ineffective or developing.

PROHIBITION AGAINST MORE THAN ONE APPEAL

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

BURDEN OF PROOF

The burden of proof shall be on the school district to establish in the preponderance of evidence that the rating given to the principal was justified. The principal has the burden of establishing the facts upon which the principal, the appellant, seeks relief.

TIME FRAME FOR FILING THE APPEAL

All appeals must be filed in writing no later than 20 calendar days after the date on which the principal receives his/her final and complete annual professional performance rating, filed with the Superintendent of Schools and Association President. The act of mailing the appeal shall constitute filing.

The failure to file an appeal within the above referenced time frame shall be deemed a waiver of the right to appeal and the rating given, shall be deemed final. An extension of the time in which to appeal may be granted by the Superintendent of Schools upon written request, which shall not be unreasonably withheld, provided the extension requested is no longer than 20 calendar days.

When filing an appeal, the principal must submit a written description of the specific areas of disagreement over his or her performance review or the issuance and/or implementation of the terms of his or her improvement plan. Any additional documents or materials relevant to the appeal must be provided by the school district upon request of the principal for same. Negative inferences may be drawn from the failure of the school district to provide the requested documents. The performance review and/or improvement plan being challenged must also be submitted with the appeal. Any information not submitted by all parties at the time the appeal is filed shall not be considered.

TIME FRAME FOR SCHOOL DISTRICT RESPONSE

Within 20 calendar days of receipt of an appeal, the Superintendent of Schools must submit a detailed written response to the appeal. The response must include all additional documents or written materials relevant to the point(s) of disagreement that support the school district's response. Any such information that is not submitted at the time the response is filed shall not be considered on behalf of the school district in the deliberations related to the resolution of the appeal. The principal initiating the appeal shall receive a copy of the response filed by the school district and all additional information submitted with the response at the same time the school district files its response.

FILING APPEAL

If the principal does not accept the District's written response, then the principal will inform the District in writing within two days, and the District and bargaining unit must meet five (5) calendar days after the District submits the response and the principal submits disagreement to select a Hearing Officer from the mutually agreed upon list.

DECISION – MAKER ON APPEAL

A decision shall be rendered by an individual hearing officer chosen from the list of hearing officers approved mutually by the school district and the bargaining unit representing the principals.

The parties agree that:

- 1. The hearing officer shall hear appeals in a timely manner after the appeal is made, but in no event shall it be less than five (5) days or more than fifteen (15) days after the hearing officer is selected.*
- 2. The hearing shall be conducted in no more than one business day unless extenuating circumstances are present and the hearing officer agrees to a second day.*
- 3. The parties shall have the ability to be represented by either legal counsel or in the case of the principal by a union representative, or to appear pro se.*
- 4. The parties shall exchange an anticipated witness list no less than seven (7) business days before the scheduled hearing date.*
- 5. The parties, by mutual agreement, shall, determine whether the appeal hearing shall be open to the public or not.*
- 6. The principal or his/her representative shall present his/her case first, which may include the presentation of witnesses and/or affidavits in lieu of testimony. Affidavits offered by either the principal or the District, shall only be permitted upon showing that the witness is unavailable or other extenuating circumstances exist. The school district may refute the principal's presentation. If the school district presents a case, the principal will have the right to present a rebuttal case and both parties will be afforded the opportunity to make closing arguments. Post hearing briefs will not be permitted.*

DECISION

A written decision on the merits of the appeal shall be rendered by the hearing officer no later than 30 calendar days from the close of the hearing.

The appeal shall be based on the total record, comprised of the principal's appeal papers and any documentary evidence accompanying the appeal, as well as the school district's response to the appeal and additional documentary evidence submitted with such papers, as well as testimony presented at the hearing.

The hearing officer's decision shall be a final administrative decision, binding on both parties as well as the bargaining unit and may not be appealed in any form.

The decision shall set forth the reasons and factual basis for each determination on each of the specific issues raised in the principal's appeal. If the appeal is sustained, the hearing officer may set aside a rating and issue a new ruling based on the reasons and facts submitted. A copy of the written decision shall be provided to the principal and the school district representative.

EXCLUSIVITY OF 3012-c APPEAL PROCEDURE

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

OTHER

- 1. The school district and bargaining unit for the principal shall maintain a list of not less than three (3) mutually agreed upon hearing officers or will agree to utilize such a list developed by a mutually agreed upon outside party.*
- 2. Appeals shall be assigned to hearing officers on a rotational basis, alphabetically by last name. If an appeal is settled after a hearing officer is appointed but before the hearing is held, that hearing officer will hear the next appeal.*
- 3. The school district and unit agree that hearing officers shall be paid no more than \$350 for a hearing date, analysis of documents and production of the decision. This cost shall be the responsibility of both the bargaining unit and the school district, shared equally.*
- 4. An evaluation shall not be placed in the principal's personnel file until either the expiration of the twenty (20) day period in which to file a notice of appeal without action being taken by the principal or the conclusion of the appeal process described herein,*

whichever is later.

5. A principal who takes advantage of the appeals process described herein does not waive his/her right to submit a written rebuttal to the final evaluation. A principal who elects to submit a written rebuttal to his/her evaluation prior to the expiration of the twenty (20) days in which to file a notice of appeal does not waive his/her right to timely file an appeal.

6. This appeal process will sunset when the collective bargaining agreement between the parties expires. The parties agree to negotiate a successor appeals process at that time in compliance with Education Law 3012-c.

11.4) Training and Certification of Lead Evaluators and Evaluators

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

The Superintendent will certify all Lead Evaluators and Evaluators.

Liverpool Central School District opted to create a Network Team Equivalent (NTE) of three individuals who have participated in all NYSED trainings in Albany. The three member NTE consists of the Assistant Superintendent for School Improvement and the Executive Directors for Elementary and Secondary Education and Curriculum Development. The extensive trainings included all elements of the Reform Agenda – common core learning standards, data driven instruction, and APPR, evaluation and supervision. In addition, the NTE attended the Principal Evaluator training sponsored by Onondaga Cortland Madison BOCES during school years 2011-2012 and 2012-2013. A team of principals attended the Lead Evaluator training sponsored by Onondaga Cortland Madison BOCES during school year 2011-2012. A second team of principals is attending the training during school year 2012-2013.

The Lead Evaluator training includes all of the state-prescribed components:

- 1. New York State Teaching Standards and Leadership Standards*
- 2. Evidence-based observation*
- 3. Application and use of Student Growth Percentile and VA Growth Model data*
- 4. Application and use of the State-approved teacher or principal rubrics*
- 5. Application and use of any assessment tools used to evaluate teachers and principals*
- 6. Application and use of State-approved locally selected measures of student achievement*
- 7. Use of the Statewide Instructional Reporting System*
- 8. Scoring methodology used to evaluate teachers and principals*
- 9. Specific considerations in evaluating teachers and principals of ELLs and students with disabilities*

The Principal Evaluator training includes all of the state-prescribed components:

- 1. ISLLC 2008 Leadership Standards*
- 2. Evidence-based observation*
- 3. Application and use of Student Growth Percentile and VA growth Model data*
- 4. Application and use of the State-approved Multidimensional Principal Performance Rubrics (Training provided by Joanne Picone-Zochia, co-author of the rubric)*
- 5. Application and use of any assessment tools used to evaluate principals*
- 6. Application and use of State-approved locally selected measures of student achievement*
- 7. Use of the Statewide Instructional Reporting System*
- 8. Scoring methodology used to evaluate principals*
- 9. Specific considerations in evaluating principals of ELLs and students with disabilities*

Additionally, the following components will be addressed in the Principal Evaluator training:

- 1. State-determined district-wide student growth goal setting process (Student Learning Objectives)*
- 2. Effective supervisory visits and feedback*
- 3. Soliciting structured feedback from constituent groups*
- 4. Reviewing school documents, records, state accountability processes and other measures*
- 5. Principal contribution to teacher effectiveness*
- 6. Goal Setting and Attainment, using the Multidimensional Principal Performance Rubric tool (Training provided by Joanne Picone-Zochia, co-author of the rubric)*

The NTE turnkeyed all NYSED trainings to the administrative and the instructional staff to ensure that the necessary elements of CCLS, DDI, and APPR were fully embedded within the culture of the District. Monthly administrative meetings are used to provide

updates of all components of the training, and to practice inter-rater reliability with the selected supervision process.

The District also sponsored supervision and evaluation training directly from Charlotte Danielson's company with Bernie Cleland as the trainer during the summer of 2010, and again with Bernie Cleland from Teaching and learning solutions during the summer of 2012.

The Assistant Superintendent for School Improvement, Dr. Maureen A. Patterson, the Executive Director for Elementary Education, Mr. Steven Garraffo, and the Executive Director for Secondary Education, Mr. Mark Potter, will be certified by the Superintendent of Schools, Dr. Richard N. Johns and the Board of Education as the Principal Evaluators. The building principals and the three Network Team members listed above will be certified by the Board of Education to conduct evaluations on the District's instructional staff. The NTE and Principals will receive refresher trainings every year, and will be recertified annually. New administrators will receive training to be a lead evaluator after hiring.

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 Friday, July 20, 2012

Updated Friday, January 04, 2013

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/5581/153974-3Uqgn5g9Iu/Liverpool District Certification Form 010413.pdf](assets/survey-uploads/5581/153974-3Uqgn5g9Iu/Liverpool%20District%20Certification%20Form%20010413.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.

Liverpool Central School District
0-20

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
> 93	92-87	86-81	80-75	74-70	69-66	65-63	62-60	59-57	56-54	53-50	49-47	46-44	43-41	40-38	37-35	34-32	31-29	28-26	25-23	< 22
> 96	95-90	89-85	84-79	78-75	74-70	69-67	66-64	63-61	60-58	57-55	54-52	51-49	48-46	45-43	42-40	39-37	36-34	33-31	30-28	< 27
> 98	97-94	93-90	89-85	84-79	78-75	74-72	71-69	68-66	65-63	62-60	59-57	56-54	53-51	50-48	47-45	44-42	41-39	38-34	33-30	< 29
> 98	97-94	93-90	89-87	86-84	83-79	78-76	75-73	72-70	69-67	66-64	63-61	60-58	57-55	54-52	51-49	48-46	45-43	42-40	39-37	< 36
> 98	97-96	95-94	93-91	90-87	86-84	83-81	80-78	77-74	73-71	70-68	67-65	64-62	61-59	58-55	54-52	51-49	48-45	44-42	41-39	< 38
> 98	97	96	95-94	93-91	90-87	86-84	83-81	80-78	77-75	74-72	71-68	67-65	64-62	61-58	57-55	54-52	51-48	47-44	43-40	< 39

Scoring Band Chart for Elementary/Middle/High School Student Percentage Targets - the scoring bands indicate the percentage of students noted in the teacher's SLO growth goal or the Building's Literacy achievement goal that will achieve the target, and these percentages were set by the teachers and principals.

**Liverpool District Scoring Bands
0-15**

Highly Effect.		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
≥ 86	85-80	79-73	72-63	62-60	59-54	53-49	48-44	43-38	37-32	31-27	26-22	21-17	16-15	14-13	≤ 12
≥ 89	88-82	81-76	75-66	65-63	62-58	57-52	51-46	45-40	39-35	34-30	29-25	24-20	19-18	17-16	≤ 15
≥ 93	92-87	86-81	80-70	69-66	65-62	61-57	56-52	51-47	46-42	41-37	36-33	32-29	28-26	25-23	≤ 22
≥ 96	95-90	89-85	84-75	74-70	69-66	65-62	61-57	56-52	51-48	47-43	42-38	37-34	33-31	30-28	≤ 27
≥ 98	97-94	93-90	89-79	78-75	74-72	71-67	66-62	61-57	56-52	51-48	47-43	42-39	38-34	33-30	≤ 29
≥ 98	97-94	93-90	89-84	83-79	78-75	74-70	69-65	64-61	60-57	56-52	51-47	46-43	42-40	39-37	≤ 36
≥ 98	97-96	95-94	93-87	86-84	83-80	79-75	74-70	69-65	64-60	59-55	54-50	49-45	44-42	41-39	≤ 38
≥ 98	97	96	95-91	90-87	86-82	81-78	77-73	72-68	67-63	62-58	57-53	52-48	47-44	43-40	≤ 39

Scoring Band Chart for Elementary/Middle/High School Student Percentage Targets - the scoring bands indicate the percentage of students noted in the teacher's SLO growth goal or the Building's Literacy achievement goal that will achieve the target, and these percentages were set by the teachers and principals.

Liverpool Central School District
0-20

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
> 93	92-87	86-81	80-75	74-70	69-66	65-63	62-60	59-57	56-54	53-50	49-47	46-44	43-41	40-38	37-35	34-32	31-29	28-26	25-23	< 22
> 96	95-90	89-85	84-79	78-75	74-70	69-67	66-64	63-61	60-58	57-55	54-52	51-49	48-46	45-43	42-40	39-37	36-34	33-31	30-28	< 27
> 98	97-94	93-90	89-85	84-79	78-75	74-72	71-69	68-66	65-63	62-60	59-57	56-54	53-51	50-48	47-45	44-42	41-39	38-34	33-30	< 29
> 98	97-94	93-90	89-87	86-84	83-79	78-76	75-73	72-70	69-67	66-64	63-61	60-58	57-55	54-52	51-49	48-46	45-43	42-40	39-37	< 36
> 98	97-96	95-94	93-91	90-87	86-84	83-81	80-78	77-74	73-71	70-68	67-65	64-62	61-59	58-55	54-52	51-49	48-45	44-42	41-39	< 38
> 98	97	96	95-94	93-91	90-87	86-84	83-81	80-78	77-75	74-72	71-68	67-65	64-62	61-58	57-55	54-52	51-48	47-44	43-40	< 39

Scoring Band Chart for Elementary/Middle/High School Student Percentage Targets - the scoring bands indicate the percentage of students noted in the teacher's SLO growth goal or the Building's Literacy achievement goal that will achieve the target, and these percentages were set by the teachers and principals.

POINTS ALLOCATION
Multidimensional Principal Performance Rubric

Domain 1: SHARED VISION OF LEARNING					
	Ineffective	Developing	Effective	Highly Effective	
Component 1a: Culture	1	2	3	4	
Component 1b: Sustainability	1	2	3	4	
Totals for Domain 1					

Domain 2: SCHOOL CULTURE & INSTRUCTIONAL PROGRAM					
	Ineffective	Developing	Effective	Highly Effective	
Component 2a: Culture	1	2	3	4	
Component 2b: Instructional Program	1	2	3	4	
Component 2c: Capacity Building	1	2	3	4	
Component 2d: Sustainability	1	2	3	4	
Component 2e: Strategic Planning	1	2	3	4	
Totals for Domain 2					

Domain 3: SAFE, EFFICIENT, EFFECTIVE LEARNING ENVIRONMENT						
	Ineffective	Developing	Effective	Highly Effective		
Component 3a: Capacity Building	1	2	3	4		
Component 3b: Culture	1	2	3	4		
Component 3c: Sustainability	1	2	3	4		
Component 3d: Instructional Program	1	2	3	4		
Totals for Domain 3						

Domain 4: COMMUNITY						
	Ineffective	Developing	Effective	Highly Effective		
Component 4a: Strategic Planning Process	1	2	3	4		
Component 4b: Culture	1	2	3	4		
Component 4c: Sustainability	1	2	3	4		
Totals for Domain 4						

Domain 5: INTEGRITY, FAIRNESS, ETHICS					
	Ineffective	Developing	Effective	Highly Effective	
Component 5a: Sustainability	1	2	3	4	
Component 5b: Culture	1	2	3	4	
Totals for Domain 5					

Domain 6: POLITICAL, SOCIAL, ECONOMIC, LEGAL & CULTURAL CONTEXT					
	Ineffective	Developing	Effective	Highly Effective	
Component 6a: Sustainability	1	2	3	4	
Component 6b: Culture	1	2	3	4	
Totals for Domain 6					

Ineffective	Developing	Effective	Highly Effective
0-48	49-50	51-54	55-60

Liverpool Administrators MPPR Conversion Chart

Category	Rubric Conversion Score Range	Conversion Score
Ineffective 0- 48		
	1.00	0
	1.01	1
	1.02	2
	1.03	3
	1.04	4
	1.05	5
	1.06	6
	1.07	7
	1.08	8
	1.09	9
	1.10	10
	1.11	11
	1.12	12
	1.13	13
	1.14	14
	1.15	15
	1.16	16
	1.17	17
	1.18	18
	1.19	19
	1.20	20
	1.21	21
	1.23	22
	1.25	23
	1.27	24
	1.29	25
	1.31	26
	1.33	27
	1.35	28
	1.37	29
	1.39	30
	1.41	31
	1.43	32
	1.45	33
	1.47	34
	1.49	35
	1.51	36
	1.53	37
	1.55	38
	1.57	39
	1.59	40
	1.61	41
	1.63	42
	1.65	43
	1.67	44
	1.69	45
	1.71	46
	1.73	47
	1.75	48

Liverpool Administrators MPPR Conversion Chart

Category	Rubric Conversion Score Range	Conversion Score
Developing 49 - 50	1.76 - 1.99	49
	2.00 - 2.24	50
Effective 51 - 54	2.25 - 2.49	51
	2.50 - 2.74	52
	2.75 - 2.999	53
	3.00 - 3.119	54
Highly Effective 55 - 60	3.120 - 3.199	55
	3.20 - 3.399	56
	3.40 - 3.599	57
	3.60 - 3.799	58
	3.80 - 3.99	59
	4.00	60

Liverpool Central School District

Principal Improvement Plan Process

Upon rating a principal as *ineffective* or *developing*, and improvement plan designed to rectify perceived or demonstrated deficiencies must be developed and commenced no later than ten (10) school days after the start of a school year. The Executive Directors/Assistant Superintendent for School Improvement or designee, in conjunction with the principal, must develop an improvement plan that contains:

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

Liverpool Central School District Principal Improvement Plan

Name of Principal _____

School Building _____ Academic Year _____

Rubric: Multidimensional Principal Performance Rubric

Deficiency that promulgated the “ineffective” or “developing” performance rating: Note the domain in which the deficiency is identified.

Domain 1:	Domain 2:	Domain 3:	Domain 4:	Domain 5:	Domain 6:

Action Steps/Activities:

Identified Domain Category, Improvement Goal/Outcome	Actions to be Taken, including Required and Accessible Resources	Principal Evaluator’s Responsibilities	Principal’s Responsibilities	Timeline for Completion	Success Indicators, Evidence and Artifacts	Improvements made and Documented

Timeline for Completion:

PIP Start Date:	Anticipated Date of PIP Completion:
------------------------	--

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

December meeting date: Principal: LAA: Lead Evaluator:	March meeting date: Principal: LAA: Lead Evaluator:	May meeting date: Principal: LAA: Lead Evaluator:
---	--	--

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

Liverpool Central School District
0-20

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
> 93	92-87	86-81	80-75	74-70	69-66	65-63	62-60	59-57	56-54	53-50	49-47	46-44	43-41	40-38	37-35	34-32	31-29	28-26	25-23	< 22
> 96	95-90	89-85	84-79	78-75	74-70	69-67	66-64	63-61	60-58	57-55	54-52	51-49	48-46	45-43	42-40	39-37	36-34	33-31	30-28	< 27
> 98	97-94	93-90	89-85	84-79	78-75	74-72	71-69	68-66	65-63	62-60	59-57	56-54	53-51	50-48	47-45	44-42	41-39	38-34	33-30	< 29
> 98	97-94	93-90	89-87	86-84	83-79	78-76	75-73	72-70	69-67	66-64	63-61	60-58	57-55	54-52	51-49	48-46	45-43	42-40	39-37	< 36
> 98	97-96	95-94	93-91	90-87	86-84	83-81	80-78	77-74	73-71	70-68	67-65	64-62	61-59	58-55	54-52	51-49	48-45	44-42	41-39	< 38
> 98	97	96	95-94	93-91	90-87	86-84	83-81	80-78	77-75	74-72	71-68	67-65	64-62	61-58	57-55	54-52	51-48	47-44	43-40	< 39

Scoring Band Chart for Elementary/Middle/High School Student Percentage Targets - the scoring bands indicate the percentage of students noted in the teacher's SLO growth goal or the Building's Literacy achievement goal that will achieve the target, and these percentages were set by the teachers and principals.

**Liverpool District Scoring Bands
0-15**

Highly Effect.		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
≥ 86	85-80	79-73	72-63	62-60	59-54	53-49	48-44	43-38	37-32	31-27	26-22	21-17	16-15	14-13	≤ 12
≥ 89	88-82	81-76	75-66	65-63	62-58	57-52	51-46	45-40	39-35	34-30	29-25	24-20	19-18	17-16	≤ 15
≥ 93	92-87	86-81	80-70	69-66	65-62	61-57	56-52	51-47	46-42	41-37	36-33	32-29	28-26	25-23	≤ 22
≥ 96	95-90	89-85	84-75	74-70	69-66	65-62	61-57	56-52	51-48	47-43	42-38	37-34	33-31	30-28	≤ 27
≥ 98	97-94	93-90	89-79	78-75	74-72	71-67	66-62	61-57	56-52	51-48	47-43	42-39	38-34	33-30	≤ 29
≥ 98	97-94	93-90	89-84	83-79	78-75	74-70	69-65	64-61	60-57	56-52	51-47	46-43	42-40	39-37	≤ 36
≥ 98	97-96	95-94	93-87	86-84	83-80	79-75	74-70	69-65	64-60	59-55	54-50	49-45	44-42	41-39	≤ 38
≥ 98	97	96	95-91	90-87	86-82	81-78	77-73	72-68	67-63	62-58	57-53	52-48	47-44	43-40	≤ 39

Scoring Band Chart for Elementary/Middle/High School Student Percentage Targets - the scoring bands indicate the percentage of students noted in the teacher's SLO growth goal or the Building's Literacy achievement goal that will achieve the target, and these percentages were set by the teachers and principals.

**Liverpool District Scoring Bands
0-15**

Highly Effect.		Effective						Developing					Ineffective		
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
≥ 86	85-80	79-73	72-63	62-60	59-54	53-49	48-44	43-38	37-32	31-27	26-22	21-17	16-15	14-13	≤ 12
≥ 89	88-82	81-76	75-66	65-63	62-58	57-52	51-46	45-40	39-35	34-30	29-25	24-20	19-18	17-16	≤ 15
≥ 93	92-87	86-81	80-70	69-66	65-62	61-57	56-52	51-47	46-42	41-37	36-33	32-29	28-26	25-23	≤ 22
≥ 96	95-90	89-85	84-75	74-70	69-66	65-62	61-57	56-52	51-48	47-43	42-38	37-34	33-31	30-28	≤ 27
≥ 98	97-94	93-90	89-79	78-75	74-72	71-67	66-62	61-57	56-52	51-48	47-43	42-39	38-34	33-30	≤ 29
≥ 98	97-94	93-90	89-84	83-79	78-75	74-70	69-65	64-61	60-57	56-52	51-47	46-43	42-40	39-37	≤ 36
≥ 98	97-96	95-94	93-87	86-84	83-80	79-75	74-70	69-65	64-60	59-55	54-50	49-45	44-42	41-39	≤ 38
≥ 98	97	96	95-91	90-87	86-82	81-78	77-73	72-68	67-63	62-58	57-53	52-48	47-44	43-40	≤ 39

Scoring Band Chart for Elementary/Middle/High School Student Percentage Targets - the scoring bands indicate the percentage of students noted in the teacher's SLO growth goal or the Building's Literacy achievement goal that will achieve the target, and these percentages were set by the teachers and principals.

Liverpool Central School District
0-20

Highly Effective			Effective									Developing					Ineffective			
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
> 93	92-87	86-81	80-75	74-70	69-66	65-63	62-60	59-57	56-54	53-50	49-47	46-44	43-41	40-38	37-35	34-32	31-29	28-26	25-23	< 22
> 96	95-90	89-85	84-79	78-75	74-70	69-67	66-64	63-61	60-58	57-55	54-52	51-49	48-46	45-43	42-40	39-37	36-34	33-31	30-28	< 27
> 98	97-94	93-90	89-85	84-79	78-75	74-72	71-69	68-66	65-63	62-60	59-57	56-54	53-51	50-48	47-45	44-42	41-39	38-34	33-30	< 29
> 98	97-94	93-90	89-87	86-84	83-79	78-76	75-73	72-70	69-67	66-64	63-61	60-58	57-55	54-52	51-49	48-46	45-43	42-40	39-37	< 36
> 98	97-96	95-94	93-91	90-87	86-84	83-81	80-78	77-74	73-71	70-68	67-65	64-62	61-59	58-55	54-52	51-49	48-45	44-42	41-39	< 38
> 98	97	96	95-94	93-91	90-87	86-84	83-81	80-78	77-75	74-72	71-68	67-65	64-62	61-58	57-55	54-52	51-48	47-44	43-40	< 39

Scoring Band Chart for Elementary/Middle/High School Student Percentage Targets - the scoring bands indicate the percentage of students noted in the teacher's SLO growth goal or the Building's Literacy achievement goal that will achieve the target, and these percentages were set by the teachers and principals.

Rubric Score to Sub-Component Conversion Chart

Total Average Rubric Score	Category	Conversion Score for Composite
	Ineffective 0-49	
1.000		0
1.008		1
1.017		2
1.025		3
1.033		4
1.042		5
1.050		6
1.058		7
1.067		8
1.075		9
1.083		10
1.092		11
1.100		12
1.108		13
1.115		14
1.123		15
1.131		16
1.138		17
1.146		18
1.154		19
1.162		20
1.169		21
1.177		22
1.185		23
1.192		24
1.200		25
1.208		26
1.217		27
1.225		28
1.233		29
1.242		30
1.250		31
1.258		32
1.267		33
1.275		34
1.283		35
1.292		36
1.300		37
1.308		38
1.317		39
1.325		40

1.333		41
1.342		42
1.350		43
1.358		44
1.367		45
1.375		46
1.383		47
1.392		48
1.400		49
	Developing 50-56	
1.5		50
1.6		50.7
1.7		51.4
1.8		52.1
1.9		52.8
2		53.5
2.1		54.2
2.2		54.9
2.3		55.6
2.4		56.3
	Effective 57-58	
2.5		57
2.6		57.2
2.7		57.4
2.8		57.6
2.9		57.8
3		58
3.1		58.2
3.2		58.4
3.3		58.6
3.4		58.8
	Highly Effective 59-60	
3.5		59
3.6		59.3
3.7		59.5
3.8		59.8
3.9		60
4		60.25 (round to 60)

Exhibit L

Liverpool Central School District Plans to Assist Nontenured and Tenured Teachers

The document will be placed in the District personnel file.

Teacher Improvement Plan (TIP)

Teacher:

Building:

Teaching Assignment:

Supervisor(s):

Date of initial determination for a TIP or PGA:

Date of Collaborative Meeting:

Purpose of the Improvement Plan: To indicate professional concerns that have become evident in the classroom and/or school, and to provide detailed expectations and support strategies.

Statement of Concern: Provide details about the concern(s) that precipitated the determination to write the TIP or PGA.

Statement of Expected Outcomes: Provide expected outcomes for changes in operationally defined terminology. Determine how the expectations can be assessed.

Domain: Planning and Preparation

Use language from the Danielson 2007 rubric to write in elements of the domain in the corresponding boxes.

Concern(s)	
Expected Outcome(s) (from Rubric)	
Corrective Strategies	
Evaluation Plan Elements	

Support Provided	
Timeline	

Domain: The Classroom Environment

Use language from the reflective rubric to write in elements of the domain in the corresponding boxes.

Concern(s)	
Expected Outcome(s) (from Rubric)	
Corrective Strategies	
Evaluation Plan Elements	
Support Provided	
Timeline	

Domain: Instruction

Use language from the reflective rubric to write in elements of the domain in the corresponding boxes.

Concern(s)	
Expected Outcome(s) (from Rubric)	

Corrective Strategies	
Evaluation Plan Elements	
Support Provided	
Timeline	

Domain: Professional Responsibilities

Use language from the reflective rubric to write in elements of the domain in the corresponding boxes.

Concern(s)	
Expected Outcome(s) (from Rubric)	
Corrective Strategies	
Evaluation Plan Elements	
Support Provided	
Timeline	

Signatures (to be signed after a collaborative conference with stakeholders):

Date:

Signature denotes an understanding of and agreement to elements of the TIP

Teacher: _____

Principal/Director: _____
Executive Director: _____
Assistant Superintendent: _____
ULFA Officer: _____

Elements to be included in the boxes above can be taken from the examples listed below:

Expected outcomes and evaluations:

1. Observations to be conducted
2. Workshops (in house, or other)
3. Books/ articles/ websites
4. Journal entries/ reflective rubric
5. Dialogue times with Principal/ Director
6. Classroom observations in building or in another building
7. Interaction with Helping Teacher/ Curriculum Director
8. Mentor relationships
9. Review of lesson plans
10. Other

Assessments of Growth:

1. Monthly Reflective statement by teacher and/or supervisor
2. Brief narrative of any informal observation
3. Two Formal Observations (minimum)
4. Data monitoring – teacher responsibility for student progress
5. Reflective rubric
6. Other

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:

Richard H. Johns 1/4/13

Teachers Union President Signature: Date:

R. [Signature] 1/4/13

Administrative Union President Signature: Date:

Jane A. Brown 1/4/13

Board of Education President Signature: Date:

Patricia DeBora-Rosier 1/4/13