



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

Commissioner of Education
President of the University of the State of New York
89 Washington Ave., Room 111
Albany, New York 12234

E-mail: commissioner@mail.nysed.gov
Twitter: @JohnKingNYSED
Tel: (518) 474-5844
Fax: (518) 473-4909

September 16, 2013

Revised

Michelle Bradley, Superintendent
Lockport City School District
130 Beattie Avenue
Lockport, NY 14094

Dear Superintendent Bradley:

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

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

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

Thank you again for your hard work.

Sincerely,



John B. King, Jr.
Commissioner

Attachment

c: Clark Godshall

NOTE:

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

Annual Professional Performance Reviews

Created Tuesday, April 30, 2013

Updated Wednesday, August 07, 2013

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 400400010000

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

400400010000

1.2) School District Name: LOCKPORT CITY SD

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

LOCKPORT CITY SD

1.3) Assurances

Please check all of the boxes below:

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

1.3) Assurances | Assure that it is understood that this district/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval Checked

1.4) Submission Status

For BOCES or charter schools that did not have an approved APPR plan for the 2012-13 school year only, is this a first-time submission, a re-submission, or a submission of material changes to an approved APPR plan? For districts, BOCES or charter schools that did have an approved APPR plan for the 2012-13 school year, this must be listed as a submission of material changes to the approved APPR plan.

Submission of material changes to an approved APPR plan

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

Created Tuesday, April 30, 2013

Updated Monday, September 16, 2013

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, 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.	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 in the following format: “[Name of your District/Region/BOCES] developed [Grade] [Subject] Assessment.” For example, a BOCES-developed 7th grade Social Studies assessment would be written as follows: “GVEP-Developed Grade 7 Social Studies Assessment.”

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Lockport City School District (LCSD) developed Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Lockport City School District developed Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Lockport City School District 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 measuring student growth on the assessments listed for this Task.

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

Section 2.2 - General Process for Assigning HEDI Categories
 The type of growth targets used is defined with the asterisk on Attachment 2.11. The fact that the district is measuring growth is outlined in the title of bottom right had box on attachment 2.11. The seven growth targets outlined on Attachment 2.11 were established locally through negotiations. The use of consistent growth targets and a consistent manner of incorporating ‘special populations’ helps ensure rigor and comparability across classrooms throughout the district and grade levels. The building administrator and teacher collaboratively calculate and confirm (with assistance from eDoctrina software) the percent of special population students included in a particular class or section or SLO and then the

growth measure target statement. Adjustments have been made to the seven growth targets based on the allowable special population categories (i.e. poverty status, status as English Language Learner and disability status). The building administrator ultimately approves the target and entire SLO language using eDoctrina software.

Examples of Teachers earning each of the four HEDI categories are as follows:

Teacher A (Ineffective) – Teacher A has 23% special population students with leads to the use of target growth measure statement #4 under the ‘growth measure’ column on Attachment 2.11. 15% of Teacher A’s students show 12% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher A’s 15% class growth equates to 2 points and an Ineffective HEDI rating.

Teacher B (Developing) – Teacher B has 0% special population students with leads to the use of target growth measure statement #1 under the ‘growth measure’ column on Attachment 2.11. 34% of Teacher B’s students show 15% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher B’s 34% class growth equates to 6 points and a Developing HEDI rating.

Teacher C (Effective) – Teacher C has 16% special population students with leads to the use of target growth measure statement #3 under the ‘growth measure’ column on Attachment 2.11. 67% of Teacher C’s students show 13% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher C’s 67% class growth equates to 14 points and an Effective HEDI rating.

Teacher D (Highly Effective) - Teacher D has 55% special population students with leads to the use of target growth measure statement #7 under the ‘growth measure’ column on Attachment 2.11. 82% of Teacher D’s students show 6% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher D’s 82% class growth equates to 19 points and a Highly Effective HEDI rating.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See 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	Lockport City School District developed Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Lockport City School District developed Grade 1 Math Assessment

2	District, regional, or BOCES-developed assessment	Lockport City School District developed Grade 2 Math Assessment
	Math	Assessment
3	State assessment	3rd Grade State Assessment

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>Section 2.3 - General Process for Assigning HEDI Categories The type of growth targets used is defined with the asterisk on Attachment 2.11. The fact that the district is measuring growth is outlined in the title of bottom right had box on attachment 2.11. The seven growth targets outlined on Attachment 2.11 were established locally through negotiations. The use of consistent growth targets and a consistent manner of incorporating ‘special populations’ helps ensure rigor and comparability across classrooms throughout the district and grade levels. The building administrator and teacher collaboratively calculate and confirm (with assistance from eDoctrina software) the percent of special population students included in a particular class or section or SLO and then the growth measure target statement. Adjustments have been made to the seven growth targets based on the allowable special population categories (i.e. poverty status, status as English Language Learner and disability status). The building administrator ultimately approves the target and entire SLO language using eDoctrina software. Examples of Teachers earning each of the four HEDI categories are as follows: Teacher A (Ineffective) – Teacher A has 23% special population students with leads to the use of target growth measure statement #4 under the ‘growth measure’ column on Attachment 2.11. 15% of Teacher A’s students show 12% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher A’s 15% class growth equates to 2 points and an Ineffective HEDI rating. Teacher B (Developing) – Teacher B has 0% special population students with leads to the use of target growth measure statement #1 under the ‘growth measure’ column on Attachment 2.11. 34% of Teacher B’s students show 15% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher B’s 34% class growth equates to 6 points and a Developing HEDI rating. Teacher C (Effective) – Teacher C has 16% special population students with leads to the use of target growth measure statement #3 under the ‘growth measure’ column on Attachment 2.11. 67% of Teacher C’s students show 13% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher C’s 67% class growth equates to 14 points and an Effective HEDI rating. Teacher D (Highly Effective) - Teacher D has 55% special population students with leads to the use of target growth measure statement #7 under the ‘growth measure’ column on</p>
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Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See 2.11
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Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See 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	LCSD developed Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	LCSD 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 measuring student growth on the assessments listed for this Task.

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

Section 2.4 - General Process for Assigning HEDI Categories
 The type of growth targets used is defined with the asterisk on Attachment 2.11. The fact that the district is measuring growth is outlined in the title of bottom right had box on attachment 2.11. The seven growth targets outlined on Attachment 2.11 were established locally through negotiations. The use of consistent growth targets and a consistent manner of incorporating ‘special populations’ helps ensure rigor and comparability across classrooms throughout the district and grade levels. The building administrator and teacher collaboratively calculate and confirm (with assistance from eDoctrina software) the percent of special population students included in a particular class or section or SLO and then the growth measure target statement. Adjustments have been made to the seven growth targets based on the allowable special population categories (i.e. poverty status, status as English Language Learner and disability status). The building administrator ultimately approves the target and entire SLO language using eDoctrina software.
 Examples of Teachers earning each of the four HEDI categories

are as follows:

Teacher A (Ineffective) – Teacher A has 23% special population students with leads to the use of target growth measure statement #4 under the ‘growth measure’ column on Attachment 2.11. 15% of Teacher A’s students show 12% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher A’s 15% class growth equates to 2 points and an Ineffective HEDI rating.

Teacher B (Developing) – Teacher B has 0% special population students with leads to the use of target growth measure statement #1 under the ‘growth measure’ column on Attachment 2.11. 34% of Teacher B’s students show 15% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher B’s 34% class growth equates to 6 points and a Developing HEDI rating.

Teacher C (Effective) – Teacher C has 16% special population students with leads to the use of target growth measure statement #3 under the ‘growth measure’ column on Attachment 2.11. 67% of Teacher C’s students show 13% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher C’s 67% class growth equates to 14 points and an Effective HEDI rating.

Teacher D (Highly Effective) - Teacher D has 55% special population students with leads to the use of target growth measure statement #7 under the ‘growth measure’ column on Attachment 2.11. 82% of Teacher D’s students show 6% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher D’s 82% class growth equates to 19 points and a Highly Effective HEDI rating.

Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).	See 2.11
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See 2.11
Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	See 2.11
Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).	See 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	LCSD developed Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	LCSD developed Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	LCSD 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 measuring student growth on the assessments listed for this Task.

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

Section 2.5 - General Process for Assigning HEDI Categories
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Teacher C (Effective) – Teacher C has 16% special population students with leads to the use of target growth measure statement #3 under the ‘growth measure’ column on Attachment 2.11. 67% of Teacher C’s students show 13% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher C’s 67% class growth equates to 14 points and an Effective HEDI rating.

Teacher D (Highly Effective) - Teacher D has 55% special population students with leads to the use of target growth measure statement #7 under the ‘growth measure’ column on Attachment 2.11. 82% of Teacher D’s students show 6% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher D’s 82% class growth equates to 19 points and a Highly Effective HEDI rating.

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

See 2.11

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

See 2.11

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

See 2.11

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

See 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	LCSD developed Global 1 Assessment

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

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

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

Section 2.6 - General Process for Assigning HEDI Categories
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Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11
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Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 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 measuring student growth on the assessments listed for this Task.

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

Section 2.7 - General Process for Assigning HEDI Categories
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Teacher B (Developing) – Teacher B has 0% special population students with leads to the use of target growth measure statement #1 under the ‘growth measure’ column on Attachment 2.11. 34% of Teacher B’s students show 15% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher B’s 34% class growth equates to 6 points and a Developing HEDI rating.

Teacher C (Effective) – Teacher C has 16% special population students with leads to the use of target growth measure statement #3 under the ‘growth measure’ column on Attachment 2.11. 67% of Teacher C’s students show 13% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher C’s 67% class growth equates to 14 points and an Effective HEDI rating.

Teacher D (Highly Effective) - Teacher D has 55% special population students with leads to the use of target growth measure statement #7 under the ‘growth measure’ column on Attachment 2.11. 82% of Teacher D’s students show 6% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher D’s 82% class growth equates to 19 points and a Highly Effective HEDI rating.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 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 measuring student growth on the assessments listed for this Task.

NOTE: For Algebra 1, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

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

After administering both the New York State Integrated Algebra Regents and the Common Core Algebra Regents and have obtained these results, the district will then take the higher of the two scores of the two exams for assigning HEDI points. Section 2.8 - General Process for Assigning HEDI Categories

The type of growth targets used is defined with the asterisk on Attachment 2.11. The fact that the district is measuring growth is outlined in the title of bottom right had box on attachment 2.11. The seven growth targets outlined on Attachment 2.11 were established locally through negotiations. The use of consistent growth targets and a consistent manner of incorporating ‘special populations’ helps ensure rigor and comparability across classrooms throughout the district and grade levels. The building administrator and teacher collaboratively calculate and confirm (with assistance from eDoctrina software) the percent of special population students included in a particular class or section or SLO and then the growth measure target statement. Adjustments have been made to the seven growth targets based on the allowable special population categories (i.e. poverty status, status as English Language Learner and disability status). The building administrator ultimately approves the target and entire SLO language using eDoctrina software.

Examples of Teachers earning each of the four HEDI categories are as follows:

Teacher A (Ineffective) – Teacher A has 23% special population students with leads to the use of target growth measure statement #4 under the ‘growth measure’ column on Attachment 2.11. 15% of Teacher A’s students show 12% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher A’s 15% class growth equates to 2 points and an Ineffective HEDI rating.

Teacher B (Developing) – Teacher B has 0% special population students with leads to the use of target growth measure statement #1 under the ‘growth measure’ column on Attachment 2.11. 34% of Teacher B’s students show 15% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher B’s 34% class growth equates to 6 points and a

Developing HEDI rating.
 Teacher C (Effective) – Teacher C has 16% special population students with leads to the use of target growth measure statement #3 under the ‘growth measure’ column on Attachment 2.11. 67% of Teacher C’s students show 13% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher C’s 67% class growth equates to 14 points and an Effective HEDI rating.
 Teacher D (Highly Effective) - Teacher D has 55% special population students with leads to the use of target growth measure statement #7 under the ‘growth measure’ column on Attachment 2.11. 82% of Teacher D’s students show 6% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher D’s 82% class growth equates to 19 points and a Highly Effective HEDI rating.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students.	See 2.11
Effective (9 - 17 points) Results meet District goals for similar students.	See 2.11
Developing (3 - 8 points) Results are below District goals for similar students.	See 2.11
Ineffective (0 - 2 points) Results are well-below District goals for similar students.	See 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	Lockport City School District developed Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Lockport City School District developed Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	New York State Comprehensive English Regents Assessment

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

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

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

Section 2.9 - General Process for Assigning HEDI Categories
 The type of growth targets used is defined with the asterisk on Attachment 2.11. The fact that the district is measuring growth is outlined in the title of bottom right had box on attachment 2.11. The seven growth targets outlined on Attachment 2.11 were established locally through negotiations. The use of consistent growth targets and a consistent manner of incorporating ‘special populations’ helps ensure rigor and comparability across classrooms throughout the district and grade levels. The building administrator and teacher collaboratively calculate and confirm (with assistance from eDoctrina software) the percent of special population students included in a particular class or section or SLO and then the growth measure target statement. Adjustments have been made to the seven growth targets based on the allowable special population categories (i.e. poverty status, status as English Language Learner and disability status). The building administrator ultimately approves the target and entire SLO language using eDoctrina software.

Examples of Teachers earning each of the four HEDI categories are as follows:

Teacher A (Ineffective) – Teacher A has 23% special population students with leads to the use of target growth measure statement #4 under the ‘growth measure’ column on Attachment 2.11. 15% of Teacher A’s students show 12% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher A’s 15% class growth equates to 2 points and an Ineffective HEDI rating.

Teacher B (Developing) – Teacher B has 0% special population students with leads to the use of target growth measure statement #1 under the ‘growth measure’ column on Attachment 2.11. 34% of Teacher B’s students show 15% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher B’s 34% class growth equates to 6 points and a Developing HEDI rating.

Teacher C (Effective) – Teacher C has 16% special population students with leads to the use of target growth measure statement #3 under the ‘growth measure’ column on Attachment 2.11. 67% of Teacher C’s students show 13% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher C’s 67% class growth equates to 14 points and an Effective HEDI rating.

Teacher D (Highly Effective) - Teacher D has 55% special population students with leads to the use of target growth measure statement #7 under the ‘growth measure’ column on Attachment 2.11. 82% of Teacher D’s students show 6% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher D’s 82% class growth equates to 19 points and a Highly Effective HEDI rating.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students. See 2.11

Effective (9 - 17 points) Results meet District goals for similar students. See 2.11

Developing (3 - 8 points) Results are below District goals for similar students. See 2.11

Ineffective (0 - 2 points) Results are well-below District goals for similar students. See 2.11

2.10) All Other Courses

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

Course(s) or Subject(s)	Option	Assessment
K-12 Music	District, Regional or BOCES-developed	Lockport City School District Developed K-12 grade specific Music Assessments
K-12 Art	District, Regional or BOCES-developed	Lockport City School District Developed K-12 grade specific Art Assessments
K-12 Physical Education	District, Regional or BOCES-developed	Lockport City School District Developed K-12 grade specific Physical Education Assessments
Grades 5-12 Technology	District, Regional or BOCES-developed	Lockport City School District Developed 5-12 grade specific Technology Assessments
Grades 7-12 Latin	District, Regional or BOCES-developed	Lockport City School District Developed & Orleans Niagara BOCES Regionally developed 7-12 grade specific Latin Assessments
Grades 7-12 Spanish	District, Regional or BOCES-developed	Lockport City School District Developed & Orleans Niagara BOCES Regionally developed 7-12 grade specific Spanish Assessments
Grades 7-12 French	District, Regional or BOCES-developed	Lockport City School District Developed & Orleans Niagara BOCES Regionally developed 7-12 grade specific French Assessments
Grades 7-8 Family and Consumer Science	District, Regional or BOCES-developed	Lockport City School District Developed 7-8 grade specific Family and Consumer Science Assessments
Grades 7-12 Health	District, Regional or BOCES-developed	Lockport City School District Developed 7-12 grade specific Health Assessments
Grades 9-12 Business	District, Regional or BOCES-developed	Lockport City School District Developed 9-12 grade specific Business Assessments
Grades K-12 ELL	State Assessment	NYSESLAT
Grades 3-8 Special Education	State Assessment	NYSAA
Grades K-3 Library	School/BOCES-wide/group/team results based on State	New York State grade 3 ELA assessment
Grades 4-6 Library	State Assessment	New York State grade specific ELA assessments
Grade K-2 Special Education	District, Regional or BOCES-developed	Lockport City School District developed grades course specific assessments
Grade 9-12 Special Education	State Assessment	NYSAA
All other courses not named above	District, Regional or BOCES-developed	Lockport City School District developed course specific assessment

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

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

Section 2.10 - General Process for Assigning HEDI Categories
 The type of growth targets used is defined with the asterisk on Attachment 2.11. The fact that the district is measuring growth is outlined in the title of bottom right had box on attachment 2.11. The seven growth targets outlined on Attachment 2.11 were established locally through negotiations. The use of consistent growth targets and a consistent manner of incorporating ‘special populations’ helps ensure rigor and comparability across classrooms throughout the district and grade levels. The building administrator and teacher collaboratively calculate and confirm (with assistance from eDoctrina software) the percent of special population students included in a particular class or section or SLO and then the growth measure target statement. Adjustments have been made to the seven growth targets based on the allowable special population categories (i.e. poverty status, status as English Language Learner and disability status). The building administrator ultimately approves the target and entire SLO language using eDoctrina software.

Examples of Teachers earning each of the four HEDI categories are as follows:

Teacher A (Ineffective) – Teacher A has 23% special population students with leads to the use of target growth measure statement #4 under the ‘growth measure’ column on Attachment 2.11. 15% of Teacher A’s students show 12% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher A’s 15% class growth equates to 2 points and an Ineffective HEDI rating.

Teacher B (Developing) – Teacher B has 0% special population students with leads to the use of target growth measure statement #1 under the ‘growth measure’ column on Attachment 2.11. 34% of Teacher B’s students show 15% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher B’s 34% class growth equates to 6 points and a Developing HEDI rating.

Teacher C (Effective) – Teacher C has 16% special population students with leads to the use of target growth measure statement #3 under the ‘growth measure’ column on Attachment 2.11. 67% of Teacher C’s students show 13% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher C’s 67% class growth equates to 14 points and an Effective HEDI rating.

Teacher D (Highly Effective) - Teacher D has 55% special population students with leads to the use of target growth measure statement #7 under the ‘growth measure’ column on Attachment 2.11. 82% of Teacher D’s students show 6% growth from pre to post assessment. Using the top chart on Attachment 2.11 Teacher D’s 82% class growth equates to 19 points and a Highly Effective HEDI rating.

Highly Effective (18 - 20 points) Results are well-above District goals for similar students. See 2.11

Effective (9 - 17 points) Results meet District goals for similar students. See 2.11

Developing (3 - 8 points) Results are below District goals for similar students. See 2.11

Ineffective (0 - 2 points) Results are well-below District goals for similar students. See 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/12186/561450-TXEttx9bQW/2 11 attachment.pdf

2.12) Locally Developed Controls

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

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

Students with Disabilities, English Language Learners, and students in poverty have been considered as special populations as is consistent with the state education department's allowable special population categories. The Lockport City School District has been focused on these accountability groups over the past several years due to our designation by the State Education Department as a District in Need of Improvement. Adjustments in Student Learning Objective targets for staff members teaching students in these special populations will be appropriately and carefully considered. While the district recognizes that some of these factors are not in teacher's or principal's control, the district will make every effort to heterogeneously group students into classes to mitigate any potential significant impact to any one teacher or principal. In no way will any control or adjustment result in a teacher's HEDI score being increased by more than 2 points.

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

3. Local Measures (Teachers)

Created Tuesday, April 30, 2013

Updated Friday, September 13, 2013

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

Locally selected measures for common branch teachers: This form calls for locally selected measures in both ELA and math in grades typically served by common branch teachers. Districts may select local measures for common branch teachers that involve subjects other than ELA and math. Whatever local measure is selected for common branch teachers, please enter it under ELA and/or math and describe the assessment used, including the subject. Use N/A for other lines in that grade level that are served by common branch teachers. Describe the HEDI criteria for the measure in the same section where you identified the locally selected measure and assessment. Additionally, please provide a brief explanation in the HEDI general description box of why you have listed the grade/course as "Not Applicable" (e.g., district/BOCES does not offer this grade/subject; common branch teacher).

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

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

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

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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

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.

Section 3.1

General Process for Assigning HEDI Categories

The growth targets outlined on Attachment 3.3 were established locally through negotiations based on a longitudinal review of Lockport City School District growth trends in the areas of English/Language Arts and Mathematics over the past five years. In addition, school-wide growth targets were chosen as a means of fostering collaboration and cooperation amongst all staff in any one particular school building or level or subject area (exemplifying the concept of “We are ALL responsible for an accountable to ALL students.”) and ensuring rigor and comparability across classrooms and buildings at similar levels. Finally, the growth targets that will be used will be based on the average percent mastery of standards (using the STAR Enterprise assessments from the list of State Education Department approved third party assessments) across an entire class/section/ or student group. The building administrator ultimately approves the target and entire measure language using eDoctrina software.

Examples of Teachers/Schools earning each of the four HEDI categories are as follows:

Teacher/School A (Ineffective) – Teacher/School A in a Grade 5-6 building where student growth on STAR Reading Enterprise Assessment is an 11% decrease for grade 5 students collectively and 10.3% decrease for grade 6 students collectively and student growth on STAR Math Enterprise Assessment is 12% decrease for grade 5 students collectively and 9% decrease for grade 6 students collectively. Using the bottom chart on Attachment 3.3 Teacher/School A would earn 0 point for STAR Reading growth in grade 5 and 0 points for STAR Reading growth in grade 6 and 0 points for STAR Math growth in grade 5 and 1 point for STAR Math growth in grade 6. The top chart on Attachment 3.3 indicates that Grade 5-6 buildings can earn 5 possible points for STAR Reading growth in grade 5 and 5 possible points for STAR Reading growth in grade 6 and 5 possible points for STAR Math growth in grade 5 and 5 possible points for STAR Math growth in grade 6. Given this and using the HEDI Scoring definitions at the bottom of Attachment 3.3, 0 points plus 0 points, plus 0 points plus 1 point equals 1 point and equates to an Ineffective HEDI rating.

Teacher/School B (Developing) – Teacher/School B in a Grade 7-8 building where student growth on STAR Reading Enterprise Assessment is an 6.5% decrease for grade 7 students collectively and 7% decrease for grade 8 students collectively and student growth on STAR Math Enterprise Assessment is 8% decrease for grade 7 students collectively and 7.2% decrease for grade 8 students collectively. Using the bottom chart on Attachment 3.3 Teacher/School B would earn 1 point for STAR Reading growth in grade 7 and 1 points for STAR Reading

growth in grade 8 and 1 points for STAR Math growth in grade 7 and 1 points for STAR Math growth in grade 8. The top chart on Attachment 3.3 indicates that Grade 7-8 buildings can earn 5 possible points for STAR Reading growth in grade 7 and 5 possible points for STAR Reading growth in grade 8 and 5 possible points for STAR Math growth in grade 7 and 5 possible points for STAR Math growth in grade 8. Given this and using the HEDI Scoring definitions at the bottom of Attachment 3.3, 1 points plus 1 points, plus 1 points plus 1 points equals 4 points and equates to a Developing HEDI rating.

Teacher/School C (Effective) – Teacher/School C in a Grade K-4 building where student growth on STAR Reading Enterprise Assessment is a 5% increase overall and student growth on STAR Math Enterprise Assessment is 3% increase overall. Using the middle chart on Attachment 3.3

Teacher/School C would earn 8 points for STAR Reading growth and 7 points for STAR Math growth. The top chart on Attachment 3.3 indicates that Grade K-4 buildings can earn 10 possible points for STAR Reading growth and 10 possible points for STAR Math growth. Given this and using the HEDI Scoring definitions at the bottom of Attachment 3.3, 8 points plus 7 points equals 15 points and equates to an Effective HEDI rating.

Teacher/School D (Highly Effective) - Teacher/School D in a Grade K-4 building where student growth on STAR Reading Enterprise Assessment is a 7% increase overall and student growth on STAR Math Enterprise Assessment is 9% increase overall. Using the middle chart on Attachment 3.3

Teacher/School D would earn 9 point for STAR Reading growth and 10 points for STAR Math growth. The top chart on Attachment 3.3 indicates that Grade K-4 buildings can earn 10 possible points for STAR Reading growth and 10 possible points for STAR Math growth. Given this and using the HEDI Scoring definitions at the bottom of Attachment 3.3, 9 points plus 10 points equals 19 points and equates to a Highly Effective HEDI rating.

When the Value Added Model is implemented we will use the charts Titled “Local 15.”

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

See 3.3

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

See 3.3

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

See 3.3

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

See 3.3

3.2) Grades 4-8 Math

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

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

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

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

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

Section 3.2

General Process for Assigning HEDI Categories

The growth targets outlined on Attachment 3.3 were established locally through negotiations based on a longitudinal review of Lockport City School District growth trends in the areas of English/Language Arts and Mathematics over the past five years. In addition, school-wide growth targets were chosen as a means of fostering collaboration and cooperation amongst all staff in any one particular school building or level or subject area (exemplifying the concept of “We are ALL responsible for an accountable to ALL students.”) and ensuring rigor and comparability across classrooms and buildings at similar levels. Finally, the growth targets that will be used will be based on the average percent mastery of standards (using the STAR Enterprise assessments from the list of State Education Department approved third party assessments) across an entire class/section/ or student group. The building administrator ultimately approves the target and entire measure language using eDoctrina software.

Examples of Teachers/Schools earning each of the four HEDI categories are as follows:

Teacher/School A (Ineffective) – Teacher/School A in a Grade 5-6 building where student growth on STAR Reading Enterprise Assessment is an 11% decrease for grade 5 students collectively and 10.3% decrease for grade 6 students collectively and student growth on STAR Math Enterprise Assessment is 12% decrease for grade 5 students collectively and 9% decrease for grade 6 students collectively. Using the bottom chart on Attachment 3.3 Teacher/School A would earn 0 point for STAR Reading growth in grade 5 and 0 points for STAR Reading growth in grade 6 and 0 points for STAR Math growth in grade 5 and 1 point for STAR Math growth in grade 6. The top chart on Attachment 3.3 indicates that Grade 5-6 buildings can earn 5 possible points for STAR Reading growth in grade 5 and 5 possible points for STAR Reading growth in grade 6 and 5 possible points for STAR Math growth in grade 5 and 5 possible points for STAR Math growth in grade 6. Given this and using the HEDI Scoring definitions at the bottom of Attachment 3.3, 0 points plus 0

points, plus 0 points plus 1 point equals 1 point and equates to an Ineffective HEDI rating.

Teacher/School B (Developing) – Teacher/School B in a Grade 7-8 building where student growth on STAR Reading Enterprise Assessment is an 6.5% decrease for grade 7 students collectively and 7% decrease for grade 8 students collectively and student growth on STAR Math Enterprise Assessment is 8% decrease for grade 7 students collectively and 7.2% decrease for grade 8 students collectively. Using the bottom chart on Attachment 3.3 Teacher/School B would earn 1 point for STAR Reading growth in grade 7 and 1 points for STAR Reading growth in grade 8 and 1 points for STAR Math growth in grade 7 and 1 points for STAR Math growth in grade 8. The top chart on Attachment 3.3 indicates that Grade 7-8 buildings can earn 5 possible points for STAR Reading growth in grade 7 and 5 possible points for STAR Reading growth in grade 8 and 5 possible points for STAR Math growth in grade 7 and 5 possible points for STAR Math growth in grade 8. Given this and using the HEDI Scoring definitions at the bottom of Attachment 3.3, 2 points plus 1 points, plus 1 points plus 1 points equals 4 points and equates to a Developing HEDI rating.

Teacher/School C (Effective) – Teacher/School C in a Grade K-4 building where student growth on STAR Reading Enterprise Assessment is a 5% increase overall and student growth on STAR Math Enterprise Assessment is 3% increase overall. Using the middle chart on Attachment 3.3 Teacher/School C would earn 8 points for STAR Reading growth and 7 points for STAR Math growth. The top chart on Attachment 3.3 indicates that Grade K-4 buildings can earn 10 possible points for STAR Reading growth and 10 possible points for STAR Math growth. Given this and using the HEDI Scoring definitions at the bottom of Attachment 3.3, 8 points plus 7 points equals 15 points and equates to an Effective HEDI rating.

Teacher/School D (Highly Effective) - Teacher/School D in a Grade K-4 building where student growth on STAR Reading Enterprise Assessment is a 7% increase overall and student growth on STAR Math Enterprise Assessment is 9% increase overall. Using the middle chart on Attachment 3.3 Teacher/School D would earn 9 point for STAR Reading growth and 10 points for STAR Math growth. The top chart on Attachment 3.3 indicates that Grade K-4 buildings can earn 10 possible points for STAR Reading growth and 10 possible points for STAR Math growth. Given this and using the HEDI Scoring definitions at the bottom of Attachment 3.3, 9 points plus 10 points equals 19 points and equates to a Highly Effective HEDI rating.

When the Value Added Model is implemented we will use the chart entitled “Local 15.”

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

See 3.3

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

See 3.3

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

See 3.3

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

See 3.3

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/12149/561451-rhJdBgDruP/3_3_appendix.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 measure that will be used as the locally-selected measure of student achievement. Then name the specific assessment that will be used with the locally-selected measure, listing the full name of the assessment.

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

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.

Section 3.4
General Process for Assigning HEDI Categories
The growth targets outlined on Attachment 3.13 were established locally through negotiations based on a longitudinal review of Lockport City School District growth trends in the areas of English/Language Arts and Mathematics over the past five years. In addition, school-wide growth targets were chosen as a means of fostering collaboration and cooperation amongst all staff in any one particular school building or level or subject area (exemplifying the concept of “We are ALL responsible for an accountable to ALL students.”) and ensuring rigor and comparability across classrooms and buildings at similar levels. Finally, the growth targets that will be used will be based on the average percent mastery of standards (using the STAR Enterprise assessments from the list of State Education Department approved third party assessments) across an entire class/section/ or student group. The building administrator ultimately approves the target and entire SLO language using eDoctrina software.

Teachers of students in grades K-3 ELA will receive a possible 0-10 HEDI points in both STAR Reading and STAR Math based on the percentage growth exhibited by the students in the

K-4 school building shown on each of the two aforementioned assessments. Details of how each point is earned based on the percentage growth exhibited by students on each assessment can be found at found at attachment 3.13.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. See 3.13

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. See 3.13

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See 3.13

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See 3.13

3.5) Grades K-3 Math

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

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

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.

Section 3.5
 General Process for Assigning HEDI Categories
 The growth targets outlined on Attachment 3.13 were established locally through negotiations based on a longitudinal review of Lockport City School District growth trends in the areas of English/Language Arts and Mathematics over the past five years. In addition, school-wide growth targets were chosen as a means of fostering collaboration and cooperation amongst all staff in any one particular school building or level or subject area (exemplifying the concept of “We are ALL responsible for an accountable to ALL students.”) and ensuring rigor and comparability across classrooms and buildings at similar levels. Finally, the growth targets that will be used will be based on the average percent mastery of standards (using the STAR Enterprise assessments from the list of State Education

Department approved third party assessments) across an entire class/section/ or student group. The building administrator ultimately approves the target and entire SLO language using eDoctrina software.

Teachers of students in grades K-3 Math will receive a possible 0-10 HEDI points in both STAR Reading and STAR Math based on the percentage growth exhibited by the students in the K-4 school building shown on each of the two aforementioned assessments. Details of how each point is earned based on the percentage growth exhibited by students on each assessment can be found at found at attachment 3.13.

Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject. See 3.13

Effective (9-17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject. See 3.13

Developing (3 - 8 points) Results are below District -or BOCES-adopted expectations for growth or achievement for grade/subject. See 3.13

Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject. See 3.13

3.6) Grades 6-8 Science

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

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

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.

Section 3.6
 General Process for Assigning HEDI Categories
 The growth targets outlined on Attachment 3.13 were established locally through negotiations based on a longitudinal review of Lockport City School District growth trends in the areas of English/Language Arts and Mathematics over the past five years. In addition, school-wide growth targets were chosen as a means of fostering collaboration and cooperation amongst all staff in any one particular school building or level or subject area (exemplifying the concept of “We are ALL responsible for an accountable to ALL students.”) and ensuring rigor and comparability across classrooms and buildings at similar levels. Finally, the growth targets that will be used will be based on the

average percent mastery of standards (using the STAR Enterprise assessments from the list of State Education Department approved third party assessments) across an entire class/section/ or student group. The building administrator ultimately approves the target and entire SLO language using eDoctrina software.

Teachers of students in grade 6 Science will receive a possible 0-10 HEDI points in both STAR Reading and STAR Math based on the percentage growth exhibited by the students in the 5-6 school building shown on each of the two aforementioned assessments.

Teachers of students in grade 7-8 Science will receive a possible 0-10 HEDI points in both STAR Reading and STAR Math based on the percentage growth exhibited by the students in the 7-8 school building shown on each of the two aforementioned assessments.

Details of how each point is earned based on the percentage growth exhibited by students on each assessment can be found at found at attachment 3.13.

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

See 3.13

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

See 3.13

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

See 3.13

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

See 3.13

3.7) Grades 6-8 Social Studies

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

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

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.

Section 3.7
 General Process for Assigning HEDI Categories
 The growth targets outlined on Attachment 3.13 were established locally through negotiations based on a longitudinal review of Lockport City School District growth trends in the areas of English/Language Arts and Mathematics over the past five years. In addition, school-wide growth targets were chosen as a means of fostering collaboration and cooperation amongst all staff in any one particular school building or level or subject area (exemplifying the concept of “We are ALL responsible for an accountable to ALL students.”) and ensuring rigor and comparability across classrooms and buildings at similar levels. Finally, the growth targets that will be used will be based on the average percent mastery of standards (using the STAR Enterprise assessments from the list of State Education Department approved third party assessments) across an entire class/section/ or student group. The building administrator ultimately approves the target and entire SLO language using eDoctrina software.

Teachers of students in grade 6 Social Studies will receive a possible 0-10 HEDI points in both STAR Reading and STAR Math based on the percentage growth exhibited by the students in the 5-6 school building shown on each of the two aforementioned assessments.

Teachers of students in grade 7-8 Social Studies will receive a possible 0-10 HEDI points in both STAR Reading and STAR Math based on the percentage growth exhibited by the students in the 7-8 school building shown on each of the two aforementioned assessments.

Details of how each point is earned based on the percentage growth exhibited by students on each assessment can be found at found at attachment 3.13.

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

See 3.13

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

See 3.13

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

See 3.13

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

See 3.13

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	6(ii) School wide measure computed locally	Lockport City School District-developed Global 1 Assessment
Global 2	6(ii) School wide measure computed locally	New York State Global Studies Regents Assessment
American History	6(ii) School wide measure computed locally	New York State United States History Regents 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.	<p>Teachers of students in Global I will receive a HEDI score based on student's scores on the Lockport City School District developed Global I assessment in the 9-12 school building.</p> <p>Details of how all Global I teachers will receive HEDI scores based on student performance on the Lockport City School District Global I assessment can be found at found at attachment 3.13.</p> <p>Teachers of students in Global II will receive a HEDI score based on student's scores on the New York State Global II Regents assessment in the 9-12 school building.</p> <p>Details of how all Global II teachers will receive HEDI scores based on student performance on the Lockport City School District Global II assessment can be found at found at attachment 3.13.</p> <p>Teachers of students in US History will receive a HEDI score based on student's scores on the New York State US History Regents assessment in the 9-12 school building.</p> <p>Details of how all US History teachers will receive HEDI scores based on student performance on the NY State US History Regents assessment can be found at found at attachment 3.13.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

3.9) High School Science

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	6(ii) School wide measure computed locally	New York State Living Environment Regents Assessment
Earth Science	6(ii) School wide measure computed locally	New York State Earth Science Regents Assessment
Chemistry	6(ii) School wide measure computed locally	New York State Chemistry Regents Assessment
Physics	6(ii) School wide measure computed locally	New York State Physics Regents 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.	Teachers of students in Living Environment, Earth Science, Chemistry, Physics will receive a HEDI score based on student's scores on the corresponding NY State Regents assessment in the 9-12 school building. Details of how all aforementioned teachers will receive HEDI scores based on student performance on the corresponding Regents Assessments can be found at found at attachment 3.13.
Highly Effective (18-20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	6(ii) School wide measure computed locally	New York State Integrated Algebra Regents Assessment-NY State Common Core Algebra Regents Assessment
Geometry	6(ii) School wide measure computed locally	New York State Geometry Regents Assessment
Algebra 2	6(ii) School wide measure computed locally	New York State Algebra 2 Regents 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.

NOTE: As applicable, please specify whether your district will be offering the Integrated Algebra Regents, the Common Core Algebra Regents, or both and how the HEDI process will be adjusted accordingly.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	Teachers of students in Algebra I, Algebra II, Geometry will receive a HEDI score based on student's scores on the corresponding NY State Regents assessment in the 9-12 school building. The NY State Common Core Algebra Regents Assessment and the NY State Integrated Algebra Regents assessment will both be administered and teachers will receive HEDI points based on the higher student score on the two assessments. Details of how all aforementioned teachers will receive HEDI scores based on student performance on the NY State Regents Assessments can be found at found at attachment 3.13.
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

3.11) High School English Language Arts

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	6(ii) School wide measure computed locally	Lockport City School District-developed Grade 9 ELA Assessment
Grade 10 ELA	6(ii) School wide measure computed locally	Lockport City School District-developed Grade 10 ELA Assessment
Grade 11 ELA	6(ii) School wide measure computed locally	New York State Comprehensive English Regents 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.

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	<p>Teachers of students in English 9 & 10 will receive a HEDI score based on student's scores on the Lockport City School District developed Grade 9 and Grade ELA assessments in the 9-12 school building.</p> <p>Details of how all English 9 & 10 teachers will receive HEDI scores based on student performance on the Lockport City School District corresponding assessment can be found at found at attachment 3.13.</p> <p>Teachers of students in English 11 will receive a HEDI score based on student's scores on the New York State Comprehensive English Regents assessment in the 9-12 school building.</p> <p>Details of how all English 11 teachers will receive HEDI scores based on student performance on the NY State Comprehensive English assessment can be found at found at attachment 3.13.</p>
Highly Effective (18 - 20 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 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
Grade 9-12 Art	5) District/regional/BOCES-developed	Lockport City School District-developed Grade/Course specific Art Assessment
Grade 9-12 Music	5) District/regional/BOCES-developed	Lockport City School District-developed Grade/Course specific Music Assessment
Grade 9-12 Technology	5) District/regional/BOCES-developed	Lockport City School District-developed Grade/Course specific Technology Assessment
Grade 9-12 Latin	5) District/regional/BOCES-developed	Lockport City School District-developed OR BOCES Developed Grade/Course specific Latin Assessment
Grade 9-12 Spanish	5) District/regional/BOCES-developed	Lockport City School District-developed OR BOCES Developed Grade/Course specific Spanish Assessment
Reading in Content Area	5) District/regional/BOCES-developed	Lockport City School District-developed Grade 12 Reading in Content Area Assessment
Grade 9-12 French	5) District/regional/BOCES-developed	Lockport City School District-developed OR BOCES Developed Grade/Course specific French Assessment
All other K-8 teachers	6(ii) School wide measure computed locally	STAR Reading Enterprise & STAR Math Enterprise Assessments
Pre-Algebra	6(ii) School wide measure computed locally	Lockport City School District-developed Grade 9-10 Pre-Algebra Assessment
Trigonometry	6(ii) School wide measure computed locally	Lockport City School District-developed Grade 11 Trigonometry Assessment
Financial Math	5) District/regional/BOCES-developed	Lockport City School District-developed Grade 12 Financial Math Assessment
Grade 9-12 Health	5) District/regional/BOCES-developed	Lockport City School District developed Grade specific Health assessment
Forensics	5) District/regional/BOCES-developed	Lockport City School District-developed Grade 12 Forensics Assessment
Participation in Government	6(ii) School wide measure computed locally	Lockport City School District-developed Grade 12 Participation in Government Assessment

Economics	6(ii) School wide measure computed locally	Lockport City School District-developed Grade 12 Economics Assessment
SUNY Nonfiction Writing	5) District/regional/BOCES-developed	Lockport City School District developed grade 12 SUNY Nonfiction Writing assessment
Grade 9-12 Business	5) District/regional/BOCES-developed	Lockport City School District-developed Course specific Business Assessment
SUNY Public Speaking	5) District/regional/BOCES-developed	Lockport City School District-developed grade 12 SUNY Public Speaking assessment
Grade 9-12 ELL	5) District/regional/BOCES-developed	Lockport City School District-developed grade specific ELL assessment
CLEP Psychology	5) District/regional/BOCES-developed	Lockport City School District-developed grade 12 CLEP Psychology 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.

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.	(No response)
Highly Effective (18 - 20 points) Results are well above District- or BOCES -adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

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)

<assets/survey-uploads/12149/561451-Rp0Ol6pk1T/3.12>

3.13) HEDI Tables or Graphics

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

<assets/survey-uploads/12149/561451-y92vNseFa4/review room 3 13.pdf>

3.14) Locally Developed Controls

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

N/A

3.15) Teachers with More Than One Locally Selected Measure

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

In summary, for grades K-4:

Teachers in grade K-4 buildings will earn 10 points each, toward their 20 points for the locally selected measure, based on building growth on the two assessments listed below:

A score between 0 and 10 points - STAR Reading Enterprise Assessment grades K-4

A score between 0 and 10 points - STAR Math Enterprise Assessment grades K-4

Teachers in grade 5-6 building will earn 5 points each, toward their 20 points for the locally selected measure, based on building growth on the four assessments listed below:

A score between 0 and 5 points - STAR Reading Enterprise Assessment grades 5

A score between 0 and 5 points - STAR Reading Enterprise Assessment grade 6

A score between 0 and 5 points - STAR Mathematics Enterprise Assessment grades 5

A score between 0 and 5 points - STAR Mathematics Enterprise Assessment in grades 6

Teachers in grades 7-8 building will earn 5 points each, toward their 20 points for the locally selected measure, based on building growth on the four assessments listed below:

A score between 0 and 5 points - STAR Reading Enterprise Assessment grades 7

A score between 0 and 5 points - STAR Mathematics Enterprise Assessment grades 7

A score between 0 and 5 points - STAR Reading Enterprise Assessment grade 8

A score between 0 and 5 points - STAR Mathematics Enterprise Assessment grades 8

Teachers in grades 9-12 will not have More Than One Locally Selected Measure.

In case Value Added is approved the process for combining multiple measures is explained in task 3.3's upload.

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 Tuesday, April 30, 2013

Updated Monday, September 16, 2013

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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 by the points assignment indicated immediately below (e.g., "probationary teachers"):

(No response)

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

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

(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.

NOTE: THE LCSD IS USING THE 2007 VERSION OF THE DANIELSON RUBRIC.

Increments from 0-149.999 are equal on Attachment 4.5 "60 Point Conversion Chart" represents 1/61st of the range.

The 60 Point Distribution Plan Scoring Chart for use with Other Measures of Effectiveness will be implemented as follows:

Each subcomponent within the four Domains of the 2007 Danielson rubric will receive a rating and will be scored at the end of the year based on the totality of the evidence gathered throughout the formal observations and walk throughs. For probationary teachers, each element will be assigned a score based on the totality of the evidence gathered from the 3 formal observations and 1 walk through observation. For tenured teachers, each element will be assigned a score based on the totality of evidence gathered from the 1 formal observation and 1 walk through observation.

To see how different subcomponents are weighted in order to add up to a raw score of a possible 0-150 points review the uploaded chart. The raw point value of 0-150 will be converted to a corresponding 0-60 HEDI point score using the 60 Point Conversion Chart in the upload.

For example:

A teacher who earns 22 rubric raw score points on the Danielson's Enhancing Professional Practice Rubric would earn 9 of the 60 points and a HEDI rating of Ineffective.

A teacher who earns 66 rubric raw score points on the Danielson's Enhancing Professional Practice Rubric would earn 27 of the 60 points and a HEDI rating of Developing.

A teacher who earns 108 rubric raw score points on the Danielson's Enhancing Professional Practice Rubric would earn 44 of the 60 points and a HEDI rating of Effective.

A teacher who earns 145 rubric raw score points on the Danielson's Enhancing Professional Practice Rubric would earn 50 of the 60 points and a HEDI rating of Highly Effective.

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/12179/561452-eka9yMJ855/4.5>

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.	Overall performance and results exceed district standards.
Effective: Overall performance and results meet NYS Teaching Standards.	Overall performance and results meet district standards.
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	Overall performance and results need improvement in order to meet district standards.
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	Overall performance and results do not meet district standards.

Provide the ranges for the 60-point scoring bands.

Highly Effective	52-60
Effective	31-51
Developing	11-30
Ineffective	0-10

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	3
4.6) Observations of Probationary Teachers Informal/Short	1
4.6) Observations of Probationary Teachers Enter Total	4

By trained in-school peer teachers or other trained reviewers

Formal/Long	0
Informal/Short	0

Independent evaluators

Formal/Long	0
Informal/Short	0

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

-
- In Person
-

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

-
- 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 Tuesday, April 30, 2013

Updated Thursday, August 29, 2013

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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.

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

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

Where there is no Value-Added measure

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

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

Highly Effective	52-60
Effective	31-51
Developing	11-30
Ineffective	0-10

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

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

Overall Composite Score
Highly Effective
22-25
14-15
Ranges determined locally--see above

91-100
Effective
10-21
8-13
75-90
Developing
3-9
3-7
65-74
Ineffective
0-2
0-2
0-64

6. Additional Requirements - Teachers

Created Tuesday, April 30, 2013

Updated Friday, September 13, 2013

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

assets/survey-uploads/12193/561454-Df0w3Xx5v6/TIP Plan.doc

6.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPR Appeal Procedure

1. All APPR's shall be presented in preliminary form to the classroom teacher at a meeting between the classroom teacher and the Administrator who conducted the APPR by June 15th of the school year. At this meeting, all available findings relating to the evaluation, including but not limited to any potential procedural or substantive disputes regarding it, shall be reviewed. The classroom teacher may have an LEA representative present at this meeting if he/she chooses. Following this meeting, the Administrator shall submit the final APPR to the classroom teacher. The final Annual Professional Performance Review will be provided to a teacher by September 1st of the school year following the teacher's evaluation. NOTE: A teacher will not be able to initiate an appeal until he/she receives his/her final composite score.

2. The timeline for the appeals process begin on the date that the composite score is communicated to the unit member. Appeals of final Annual Professional Performance Reviews shall be limited to only those which rate a classroom teacher as ineffective or developing based on his/her final composite effectiveness score, as more specifically provided below. Such unit members may challenge only the substance of the individual's Annual Professional Performance Review, the District's adherence to the standards and methodologies required by Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents for such Annual Professional Performance Reviews, the District's compliance with negotiated procedures for conducting the Annual Professional Performance Review, or its issuance and/or implementation of the terms of a Teacher Improvement Plan required by Education Law §3012-c. There may be only one appeal submitted in relation to any particular Annual Professional Performance Review or Teacher Improvement Plan. In an appeal of an APPR conducted pursuant to Education Law §3012-c and Subpart 30-2, the classroom teacher has the burden of establishing by substantial evidence the facts upon which relief is sought.

3. Appeal to Assistant Superintendent of Personnel. Tenured classroom teachers who have received an overall rating of ineffective or developing, and those probationary classroom teachers who have received an overall rating of ineffective, may appeal to the Assistant Superintendent for Personnel within five days of the issuances of the Annual Professional Performance Review or the Teacher Improvement Plan (TIP). The written challenge must explain in detail the specific basis for the challenge, and should provide any relevant supporting documentation or other written materials specific to the point(s) of disagreement and relevant to the resolution of the appeal. Within five days of receipt of the appeal, the Assistant Superintendent for Personnel shall meet with the classroom teacher and his/her union representative to discuss the appeal. Any grounds not raised in the appeal by the classroom teacher by the conclusion of this meeting shall be deemed waived. This meeting may occur over multiple days, however, it will be done in a timely and expeditious manner. Within five days of such meeting, the Assistant Superintendent for Personnel shall submit a written determination on the appeal. In the absence of a timely determination, the District may not use the Annual Professional Performance Review or Teacher Improvement Plan (except as otherwise provided below) until such determination is rendered. All decisions will be rendered in a timely and expeditious manner in accordance with Education Law 3012-c.

4. Appeal to Superintendent of Schools. Tenured classroom teachers who have received an overall rating of "ineffective," and those tenured classroom teachers who have received three consecutive annual "developing" ratings, may appeal the decision of the Assistant Superintendent for Personnel to the Superintendent of Schools in accordance with this Section within five days.

The classroom teacher must submit a copy of the his/her appeal, the determination of the Assistant Superintendent for Personnel, and a written statement explaining in detail the basis for disagreement with the determination, with any relevant supporting documentation, to the Superintendent of Schools within five days of the date of the Assistant Superintendent for Personnel's determination, or it is deemed waived.

Within five days of receipt of the appeal, the Superintendent shall render in writing a final determination on the challenge. A classroom teacher shall be entitled to representation by the LEA during the course of an appeal to the Superintendent of Schools pursuant to this Section. The District shall maintain a record of all documents and materials submitted by either party during such an appeal, which shall thereafter be available for inspection by the unit member and/or the LEA. The classroom teacher may present any mitigating circumstances that he/she believes relevant during the course of an appeal to the Superintendent (including but not limited to Class Size, Students and Classes Assigned, Student Attendance, Teacher Leave Time/Personal Life, New Initiatives/Requirements, Administrative Support/Relationship and Physical Environment) which shall be considered by the District along with all other information submitted during the appeal. The classroom teacher's ability to present such information as part of his/her appeal, his/her presentation of any such information, and the District's consideration of such information shall not prejudice the position that the classroom teacher, the LEA or the District may take in any hearing held pursuant to Education Law §3020-a.

If the appeal is sustained, the Superintendent may set aside or modify a rating or improvement plan, and/or direct that a component of the APPR or TIP be repeated. All decisions will be rendered in a timely and expeditious manner in accordance with Education Law 3012-c.

The decision of the Superintendent shall be final and binding on all the parties.

5. This appeal procedure shall constitute the sole and exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to an APPR or TIP. A challenge or determination under this section shall be exempt from the grievance and arbitration provisions in the collective negotiations agreement between the Parties, and an Annual Professional Performance Review or Teacher Improvement Plan may not be challenged in any other forum (including but not limited to a court or before the Commissioner of Education).

6. Nothing herein shall be construed to alter or diminish the authority of the District to terminate or deny tenure to probationary teachers during the pendency of an appeal for constitutionally and statutorily permissible reasons other than the teacher's performance as set forth in Section 3012.c(5)(b) of Education Law. Any such termination or denial shall not in any way be subject to challenge through the grievance and arbitration provisions of the collective negotiations agreement between the Parties, or in any other forum.

7. Nothing herein shall be construed to limit the defenses which a classroom teacher may place before a hearing officer in a 3020-a proceeding, for the purpose of challenging an allegation of a pattern of ineffective teaching or performance.

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

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

All district evaluators participate in required lead evaluator training. The training of new Lead Evaluators will require approximately four days. The process for ongoing training and re-certification will take approximately four half days. Building principals, assistant principals, directors, the Assistant Superintendent of Personnel and the Superintendent participated in lead evaluator training in addition to a substitute school administrator.

The Lockport City School District lead evaluator training models the training provided by New York State Education Department lead evaluator trainings which took place and continue to take place in Albany. (Two district administrators participated in the NTE trainings in Albany.) Training for Lockport City School District lead evaluators is as follows:

- (1) Training in the New York State Teaching Standards and their related elements and performance indicators and/or the Leadership (ISLLC) Standards and their related functions
- (2) Training in evidence-based observation techniques
- (3) Training in the application and use of the student growth percentile model and the value-added growth model
- (4) Training in the application of the State-approved teacher and/or principals' rubric selected by the district for use in evaluations, including training in the effective application of such rubrics to observe a teacher or principal's practice
- (5) Training in the application and use of assessment tools that the district utilizes to evaluate teachers and/or building principals
- (6) Training in the use of State-approved locally selected measures of student achievement used by the district to evaluate teachers and/or principals
- (7) Training in the State-Wide Instructional Reporting System
- (8) Training on the scoring methodology used to evaluate a teacher and/or principal
- (9) Training in considerations in evaluating teachers and principals of English Language Learners and Students With Disabilities

These trainings will be used to meet the requirements for certification of lead evaluators as set forth in §30-2.9 of the NYS Education Law.

The process to re-certify lead evaluators (and to ensure inter-rater reliability) will include the following:

- Each participant will observe a common videotaped lesson
- Each participant will independently rate the observed lesson using either State-approved teacher or State-approved principal evaluation rubric
- The ratings must be within three points of each to ensure inter-rater reliability
- Lead evaluators will continue with this cycle of events until lead evaluators rate within three points of each other (calibration)
- Information on the teacher principal evaluation rubrics will be housed at the District offices so that lead evaluators can maintain their observation skills
- New administrators who come on board will be provided with appropriate lead evaluator training

Lockport City School District Lead Evaluators are trained via a Danielson-certified Orleans Niagara BOCES trainer who is an expert on the Danielson rubric that was adopted by the district for use in teacher evaluations. The trainer conducts workshops which address all nine certification criteria four times per year. Re-certification for lead evaluators will occur annually through BOCES workshops and through central office administrator presentations. The Superintendent and Board of Education of the district will certify and re-certify Lead Evaluators annually. Lead Evaluator and Certification will be offered on an on-going basis throughout each successive school year in the manner outlined above.

6.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

6.6) Assurances -- Teachers

Please check all of the boxes below:

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

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Tuesday, April 30, 2013

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

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

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

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

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

5-6
7-8
9-12
N/A
N/A
N/A
N/A

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(s) 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	Checked

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

Student Learning Objectives will be the other comparable growth measures for principals in buildings or programs in which fewer than 30% of students take Grades 4-8 ELA, Math, and/or High School courses with State or Regents assessments. SLOs will be developed

using the assessments covering the most students in the school or program and continuing until at least 30% of students in the school or program are covered by SLOs. The district must select the type of assessment that will be used with the SLO from the options below.

If any grade/course in the building has a State-provided growth measure AND the principal must have SLOs because fewer than 30% of students in the building are covered, then the SLOs will begin first with the SGP/VA results.

Additional SLOs will then be set based on grades/subjects with State assessments, where applicable.

If additional SLOs are necessary, principals must begin with the grade(s)/course(s) that have the largest number of students using school-wide student results from one of the following assessment options: State-approved 3rd party or district/regional/BOCES-developed assessments that are rigorous and comparable across classrooms.

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Grade K-4	State assessment	New York State grade 3 ELA and Math Assessments
Grade K-4	State assessment	New York State grade 4 ELA and Math 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. Please describe the process your district is using to measure student growth on the assessments listed for this Task. If applicable, please also include a description of the process for combining the State-provided growth score with the SLO(s) for this Task.

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	The Principal of the K-4 building will receive a possible 0-10 HEDI points based on student growth from a pre to post assessment in grade 3 ELA and grade 3 Math using the New York State grade 3 ELA assessment and New York State grade 3 Math assessment. The 10 HEDI points from the English assessment will be added to the 10 HEDI points from the Math assessment, resulting in a 0-20 HEDI score. For grade 4, we will be using the State Provided Growth Score. The two aforementioned measures will be combined by weighting each measure in proportion to the number of students that they measure covers. This will result in a single 0-20 HEDI score.
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 district goals.
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	Results meet district goals.

Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).	Results are below district goals.
Ineffective (0 - 2 points) Results are well below state average for similar students (or District goals if no state test).	Results are well below district goals.

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/12156/561455-lha0DogRNw/10 point distribution state K to 4 and 9 to 12 principal Appendix B State 20090413.docx

7.4) Special Considerations for Comparable Growth Measures

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

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

N/A

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

7.6) Assurances -- Comparable Growth Measures Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
7.6) Assurances -- Comparable Growth Measures Assure that district will develop SLOs according to the rules established by NYSED for principal SLOs: http://www.engageny.org/resource/student-learning-objectives-guidance-document .	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	Checked

effectively differentiate educator performance in ways that improve student learning and instruction.

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

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

8. Local Measures (Principals)

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Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

- (a) student achievement levels on State assessments in ELA and/or Math in Grades 4-8 (e.g., percentage of students in the school whose performance levels on State assessments are proficient or advanced)
- (b) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students in each specific performance level (e.g., Level 1, Level 2)
- (c) student growth or achievement on State assessments in ELA and/or Math in Grades 4-8 for students with disabilities and English Language Learners in Grades 4-8
- (d) student performance on any or all of the district-wide locally selected measures approved for use in teacher evaluations
- (e) four, five and/or six-year high school graduation and/or dropout rates for principals employed in a school with high school grades
- (f) percentage of students who earn a Regents diploma with advanced designation and/or honors for principals employed in a school with high school grades
- (g) percentage of a cohort of students that achieve specified scores on Regents examinations and/or Department approved alternative examinations (including, but not limited to, Advanced Placement examinations, International Baccalaureate examinations, SAT II, etc.), for principals employed in a school with high school grades (e.g., the percentage of students in the 2009 cohort that scored at least a 3 on an Advanced Placement examination since entry into the ninth grade)
- (h) students' progress toward graduation in the school using strong predictive indicators, including but not limited to 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/Program	Locally-Selected Measure from List of Approved Measures	Assessment
5-6	(d) measures used by district for teacher evaluation	STAR Reading Enterprise & STAR Math Enterprise Assessments
7-8	(d) measures used by district for teacher evaluation	STAR Reading Enterprise & STAR Math Enterprise Assessments
9-12	(e) 4, 5, and/or 6-year high school grad and/or dropout rates	5 year Graduation Rate

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>The Principal of the 5-6 building will receive HEDI points based on school-wide student growth between the pre and post assessment for the STAR Reading Enterprise grades 5 and 6 and STAR Math Enterprise grades 5 and 6. To see how individual points on earned based on school-wide student growth review the upload at 8.1.</p> <p>The Principal of the 7-8 building will receive HEDI points based on school-wide student growth between the pre and post assessment for the STAR Reading Enterprise grades 7 and 8 and STAR Math Enterprise grades 7 and 8. To see how individual points on earned based on school-wide student growth review the upload at 8.1.</p> <p>For the 9-12 building principal, the 0-15 HEDI (or 0-20) points</p>
--	--

will be assigned based on our district's five year graduation rate. To see how the five year graduation rate percentage corresponds to a score between 0-15 (or a score between 0-20) please see the uploaded conversion chart.

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 goals.

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

Results meet district goals.

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

Results are below district goals.

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 goals.

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/12190/561456-qBFVOWF7fC/8_1.1

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

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

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

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
Grades K-4	(d) measures used by district for teacher evaluation	STAR Reading Enterprise and STAR Math Enterprise Assessments

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

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

Use this box, if needed, to describe the process for assigning HEDI categories. If needed, you may upload a table or graphic below.	Section 8.2 The principal in the K-4 building will receive 0-20 HEDI points based on the growth exhibited from pre to post assessment for students school-wide using the STAR Reading Enterprise and STAR Math Enterprise assessments. To see how school-wide percentage growth exhibited by students in the K-4 building will translate to a HEDI score between 0-20 review the uploaded chart in 8.1.
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 goals.
Effective (9- 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	Results meet district goals.

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

Results are below district goals.

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 goals.

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

None

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.

A thorough description for combining multiple measures and the corresponding HEDI scoring process has been provided in the HEDI scoring field in section 8.1 and 8.2. In addition, the sections describes the revised building/grade configurations.

In summary, for grades K-4:

Principals in grade K-4 buildings will earn 10 points each, toward their 20 points for the locally selected measure, based on building growth on the two assessments listed below:

Point total from 0 - 10 points - STAR Reading Enterprise Assessment grades K-4

Point total from 0 - 10 points - STAR Math Enterprise Assessment grades K-4

Principals in grade 5-6 building will earn 5 points each, toward their 20 points for the locally selected measure, based on building growth on the four assessments listed below:

Point total from 0 - 5 points - STAR Reading Enterprise Assessment grades 5

Point total from 0 - 5 points - STAR Reading Enterprise Assessment grade 6

Point total from 0 - 5 points - STAR Mathematics Enterprise Assessment grades 5

Point total from 0 - 5 points - STAR Mathematics Enterprise Assessment in grades 6

Principals in grades 7-8 building will earn 5 points each, toward their 20 points for the locally selected measure, based on building growth on the four assessments listed below:

Point total from 0 - 5 points - STAR ELA Enterprise Assessment grades 7

Point total from 0 - 5 points - STAR Mathematics Enterprise Assessment grades 7

Point total from 0 - 5 points - STAR ELA Enterprise Assessment grade 8

Point total from 0 - 5 points - STAR Mathematics Enterprise Assessment grades 8

For grades 9-12 Principal:

Principals in grades 9-12 buildings will earn points up to 20 on the locally selected measure, based on five year graduation rates.

The methodology is similar as described above for the 15 point version except using alternate point totals.

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 Tuesday, April 30, 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 point assignment for one group of principals below. For the other group(s) of principals, fill out copies of this form and upload as an attachment for review.

Is the following point assignment for all principals?

Yes

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

(No response)

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

Broad assessment of principal leadership and management actions based on the practice rubric by the supervisor, a trained administrator or a trained independent evaluator. This must incorporate multiple school visits by supervisor, trained administrator, or trained independent evaluator, at least one of which must be from a supervisor, and at least one of which must be unannounced. [At least 31 points]	60
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Any remaining points shall be assigned based on results of one or more ambitious and measurable goals set collaboratively with principals and their superintendents or district superintendents. 0

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

(No response)

9.3) Assurances -- Goals

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

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

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

9.4) Sources of Evidence (if applicable)

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

9.4) Sources of Evidence (if applicable) Structured feedback from teachers using a State-approved tool	(No response)
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9.4) Sources of Evidence (if applicable) Structured feedback from students using a State-approved tool	(No response)
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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)
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9.4) Sources of Evidence (if applicable) Review of school documents, records, and/or State accountability processes (all count as one source)	(No response)
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9.5) Survey Tool(s) (if applicable)

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

(No response)

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

Principal Evaluation Tripod School Perception Survey for Teachers	(No response)
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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)
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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)
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District variance	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Parent Survey)	(No response)
Principal Evaluation Tripod School Perception Survey (Combined Student Surveys)	(No response)
NYC School Survey-2012 Parent Survey	(No response)
NYC School Survey-2012 Student Survey	(No response)
NYC School Survey-2012 Teacher Survey	(No response)

9.6) Assurances

Please check all of the boxes below:

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

9.7) Process for Assigning Points and Determining HEDI Ratings

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

The 60 Point Distribution Plan Scoring Chart for Principals on Other Measures of Effectiveness will be implemented as follows:

A principal has the potential to earn 4 points for each dimension on the rubric (total possible raw score points equals 88). Each dimension will be rated out of a possible 0-4 points based on the totality of the evidence observed during the multiple school visits. The 0-4 points are as follows: 0,1=Ineffective; 2=Developing; 3=Effective; and 4=Highly Effective. The points from each dimension will be added together resulting in a raw point total of 0-88. The total raw score earned by a Principal using the rubric would be compared to the APPR Conversion Chart to determine the actual HEDI score (out of a possible 60).

For example:

A principal who earned 13 raw score points from completion of the rubric, he/she would be awarded 9 points (of the total of 60) and would yield a HEDI rating of Ineffective.

A principal who earned 40 raw score points from completion of the rubric, he/she would be awarded 28 points (of the total of 60) and would yield a HEDI rating of Developing.

A principal who earned 73 raw score points from completion of the rubric, he/she would be awarded 50 points (out of the total of 60) and would yield a HEDI rating of Effective.

A principal who earned 85 raw score points from completion of the rubric, he/she would be awarded 58 points (out of the total of 60) and would yield a HEDI rating of Highly Effective.

The HEDI scoring bands used are as follows:

Ineffective:0-10 points

Developing:11-30

Effective: 31-51

Highly Effective:52-60

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

assets/survey-uploads/12205/561457-pMADJ4gk6R/9.7

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 exceeds district goals.
Effective: Overall performance and results meet standards.	Overall performance meets district goals.
Developing: Overall performance and results need improvement in order to meet standards.	Overall performance needs improvement as compared to district goals.
Ineffective: Overall performance and results do not meet standards.	Overall performance does not meet district goals.

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	52-60
Effective	31-51
Developing	11-30
Ineffective	0-10

9.8) School Visits

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

Probationary Principals

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

Tenured Principals

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

10. Composite Scoring (Principals)

Created Tuesday, April 30, 2013

Updated Thursday, August 29, 2013

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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.

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

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

Where there is no Value-Added measure

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

Overall Composite Score
Highly Effective
18-20
18-20
Ranges determined locally--see below
91-100
Effective
9-17
9-17
75-90
Developing
3-8
3-8
65-74
Ineffective
0-2
0-2
0-64

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

Highly Effective	52-60
Effective	31-51
Developing	11-30
Ineffective	0-10

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

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

Overall Composite Score
Highly Effective
22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Tuesday, April 30, 2013

Updated Friday, September 13, 2013

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

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

[assets/survey-uploads/5276/146384-Df0w3Xx5v6/Principal Improvement Plan and Template.doc](#)

11.3) Appeals Process

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

(1) the substance of the annual professional performance review

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

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

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

APPR Appeal Procedure

1. All APPR's shall be presented in preliminary form to the building principal at a meeting between the building principal and the Assistant Superintendent for Personnel by June 15th of the school year. At this meeting, all available findings relating to the evaluation, including but not limited to any potential procedural or substantive disputes regarding it, shall be reviewed. The building principal may have a LASA representative present at this meeting if he/she chooses. Following this meeting, the Assistant Superintendent for Personnel shall submit the final APPR to the building principal.

Final Annual Professional Performance Reviews may be appealed in accordance with the procedures below. The timeline for the appeals process begins on the date that the composite score is communicated to the principal. Appeals of an APPR shall be limited to only those which rate a building principal as ineffective or developing based on his/her final composite effectiveness score.

In an appeal, the building principal may challenge only:

(a) the substance of the individual's Annual Professional Performance Review;

(b) the District's adherence to the standards and methodologies required by Education Law §3012-c and Subpart 30-2 of the Rules of the Board of Regents for such Annual Professional Performance Reviews;

(c) the District's compliance with negotiated procedures for conducting the Annual Professional Performance Review; or

(d) the District's issuance and/or implementation of the terms of a Principal Improvement Plan required by Education Law §3012-c.

There may be only one appeal submitted in relation to any particular Annual Professional Performance Review or Principal Improvement Plan. In an appeal of an APPR conducted pursuant to Education Law §3012-c and Subpart 30-2, the building principal has the burden of demonstrating by clear and convincing evidence the facts upon which relief is sought. NOTE: A principal will not be able to initiate an appeal until he/she receives his/her final composite score.

2. Submission of Appeal. The building principal shall submit his/her appeal in writing to the Superintendent of Schools within five days of receipt of the final Annual Professional Performance Review or issuance of the Principal Improvement Plan or it is deemed waived. The writing must explain in detail the specific basis for the challenge, and should provide any relevant supporting documentation or other written materials specific to the point(s) of disagreement and relevant to the resolution of the appeal.

3. Meeting with Superintendent of Schools. Within five days of receipt of the appeal, the Superintendent of Schools shall meet with the building principal (and his/her union representative, if requested by the building principal) to discuss the appeal.

4. Decision. Within five days of such meeting, the Superintendent of Schools shall submit a written determination on the appeal to the building principal. If the appeal is sustained, the Superintendent of Schools may set aside or modify a rating or improvement plan, and/or direct that a component of the APPR or PIP be repeated. The decision of the Superintendent of Schools shall be final and binding on all the parties. The District shall maintain a record of all documents and materials submitted by either party during such an appeal. All decisions will be rendered in a timely and expeditious manner in accordance with Education Law 3012-c.

5. This appeal procedure shall constitute the sole and exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to an APPR or PIP. A challenge or determination under this section shall be exempt from the grievance and arbitration provisions in the collective negotiations agreement between the Parties, and an Annual Professional Performance Review or Principal Improvement Plan may not be challenged in any other forum (including but not limited to a court or before the Commissioner of Education). Nothing herein shall be construed to limit the defenses which a building principal may place before a hearing officer in a 3020-a proceeding, for the purpose of challenging an allegation of a pattern of ineffective performance.

6. Nothing herein shall be construed to alter or diminish the authority of the District to terminate or deny tenure to probationary building principals during the pendency of an appeal for constitutionally and statutorily permissible reasons other than the principal's performance as set forth in Section 3012.c(5)(b) of Education Law. Any such termination or denial shall not in any way be subject to challenge through the grievance and arbitration provisions of the collective negotiations agreement between the Parties, or in any other forum.

11.4) Training of Lead Evaluators and Evaluators and Certification of Lead Evaluators

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

All district evaluators participate in required lead evaluator training. For the initial certification and training of Lead Evaluators training will be approximately four full days. For re-certification and ongoing training will be approximately four half days. Building principals, assistant principals, directors, the Assistant Superintendent of Personnel and the Superintendent participate in lead evaluator training in addition to a substitute school administrator.

The Lockport City School District lead evaluator training models the training provided by New York State Education Department lead evaluator trainings. (Two district administrators participated in the NTE trainings in Albany.) The training for Lockport City School District lead evaluators was as follows:

(1) Training in the New York State Teaching Standards and their related elements and performance indicators and/or the Leadership (ISLLC) Standards and their related functions

(2) Training in evidence-based observation techniques

- (3) Training in the application and use of the student growth percentile model and the value-added growth model
 - (4) Training in the application of the State-approved teacher and/or principals' rubric selected by the district for use in evaluations, including training in the effective application of such rubrics to observe a teacher or principal's practice
 - (5) Training in the application and use of assessment tools that the district utilizes to evaluate teachers and/or building principals
 - (6) Training in the use of State-approved locally selected measures of student achievement used by the district to evaluate teachers and/or principals
 - (7) Training in the State-Wide Instructional Reporting System
 - (8) Training on the scoring methodology used to evaluate a teacher and/or principal
 - (9) Training in considerations in evaluating teachers and principals of English Language Learners and Students With Disabilities
- These trainings will be used to meet the requirements for certification of lead evaluators as set forth in §30-2.9 of the NYS Education Law.

The process to re-certify lead evaluators (and to ensure inter-rater reliability) will include the following:

- Each participant will observe a common videotaped lesson
- Each participant will independently rate the observed lesson using either State-approved teacher or State-approved principal evaluation rubric
- The ratings must be within three points of each to ensure inter-rater reliability
- Lead evaluators will continue with this cycle of events until lead evaluators rate within three points of each other (calibration)
- Information on the teacher principal evaluation rubrics will be housed at the District offices so that lead evaluators can maintain their observation skills
- New administrators who come on board will be provided with appropriate lead evaluator training

Lockport City School District Lead Evaluators are trained via a Danielson-certified Orleans Niagara BOCES trainer who is an expert on the Danielson rubric that was adopted by the district for use in teacher evaluations. The trainer conducts workshops which address all nine certification criteria four times per year. Re-certification for lead evaluators will occur annually through BOCES workshops and through central office administrator presentations. The Superintendent and Board of Education of the district will certify and re-certify Lead Evaluators annually. Lead Evaluator and Certification will be offered on an on-going basis throughout each successive school year in the manner outlined above.

11.5) Assurances -- Evaluators

Please check the boxes below:

-
- Checked
-

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

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

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

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

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

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

(7) use of the Statewide Instructional Reporting System

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

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

• Checked

11.6) Assurances -- Principals

Please check all of the boxes below:

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

11.7) Assurances -- Data

Please check all of the boxes below:

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

11.7) Assurances -- Data | Assure scores for all principals will be reported to NYSED for each subcomponent, as well as the composite rating, as per NYSED requirements.

Checked

12. Joint Certification of APPR Plan

Created Tuesday, April 30, 2013

Updated Monday, September 16, 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. Please note that Review Room timestamps each revision and signatures cannot be dated earlier than the last revision.

[assets/survey-uploads/12158/561460-3Uqgn5g9Iu/certification attachment.pdf](assets/survey-uploads/12158/561460-3Uqgn5g9Iu/certification%20attachment.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.

State Assessment or Other Comparable Measures Teachers ("STATE 20 and/or SLO's")

Ineffective		Developing										Effective				Highly Effective	
-------------	--	------------	--	--	--	--	--	--	--	--	--	-----------	--	--	--	------------------	--

<5.5%	5.5% - 10.9%	11% - 16.4%	16.5% - 21.89%	21.9% - 27.4%	27.5% - 32.8%	32.9% - 38.3%	38.4% - 43.8%	43.9% - 49.3%	49.4% - 54.8%	54.9% - 57.6%	57.7% - 60.2%	60.3% - 63%	63.1% - 65.8%	65.9% - 68.6%	68.7% - 71.4%	71.5% - 74.2%	74.3% - 76.4%	76.5% - 81%	81.1% - 84.9%	85% - 100%
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Special Populations	GROWTH MEASURE; INDIVIDUAL GROWTH TARGET *, **
0%	1. ____ Of my students will show 15% growth from pre-assessment to post assessment.
1 – 10%	2. ____ Of my students will show 14% growth from pre-assessment to post assessment.
11 – 20%	3. ____ Of my students will show 13% growth from pre-assessment to post assessment.
21 – 30%	4. ____ Of my students will show 12% growth from pre-assessment to post assessment.
31 – 40%	5. ____ Of my students will show 11% growth from pre-assessment to post assessment.
41 – 50%	6. ____ Of my students will show 10% growth from pre-assessment to post assessment.
51%-100%	7. ____ Of my students will show 6% growth from pre-assessment to post assessment.

*Percent difference from pre-test to 100

**For grades 3 ELA and Math, grade 8 science, and all students in grades K through 12 ELL, individual growth targets will be set by the district using baseline data. HEDI points are awarded based on the percentage of students meeting or exceeding their individual growth target.

Other Measures of Effectiveness – Teachers in grades K-8 Buildings (“LOCAL 20”)

	<i>Grade K-4 Building</i>	<i>Grade 5-6 Building</i>	<i>Grade 7-8 Building</i>
5 points possible to earn		For Grade 5 STAR ELA	For Grade 7 STAR ELA
5 points possible to earn		For Grade 5 STAR Math	For Grade 7 STAR Math
5 points possible to earn		For Grade 6 STAR ELA	For Grade 8 STAR ELA
5 points possible to earn		For Grade 6 STAR Math	For Grade 8 STAR Math
10 points possible to earn	For Gr. K-4 STAR ELA		
10 points possible to earn	For Gr. K-4 STAR Math		
TOTAL POSSIBLE – 20 points			

10 Point Distribution - Teachers Grade K-4

Points	Percentage Growth to Earn Points *
10	8.1% increase or more
9	6.1% to 8% increase
8	4.1% to 6% increase
7	2% to 4% increase
6	0% to 2% increase
5	2% to -.1 decrease
4	4% to -2.1% decrease
3	6% to -4.1% decrease
2	8% to -6.1% decrease
1	10% to -8.1% decrease
0	10.1% decrease or more

5 Point Distribution – Teachers Grades 5-8

<i>Staff Member Would Earn</i>	<i>The % increase/decrease of students achieving mastery on the post-test compared to the pre-test: *</i>
5 points (out of 5)	Increase of 6.1% or more
4 points (out of 5)	Increase of 3.1% to 6.0%
3 points (out of 5)	Decrease of 3.0-0% or increase of 0-3.0%
2 points (out of 5)	Decrease of 6.0% - 2.99%
1 point (out of 5)	Decrease of 6.1% 9.0%
0 points (out of 5)	Decrease of more than 9.0%

HEDI SCORING: 0-2=Ineffective 3-8=Developing 9-17=Effective 18-20=Highly Effective

*Percentage increase will be rounded up to the nearest whole number. However, in no case shall rounding cause a teacher’s HEDI score to move from 1 HEDI scoring band to another.

Other Measures of Effectiveness – Teachers in grades K-8 Buildings (“LOCAL 15”)

	<i>Grade K-4 Building</i>	<i>Grade 5-6 Building</i>	<i>Grade 7-8 Building</i>
3.75 points possible to earn		For Grade 5 STAR ELA	For Grade 7 STAR ELA
3.75 points possible to earn		For Grade 5 STAR Math	For Grade 7 STAR Math
3.75 points possible to earn		For Grade 6 STAR ELA	For Grade 8 STAR ELA
3.75 points possible to earn		For Grade 6 STAR Math	For Grade 8 STAR Math
7.5 points possible to earn	For Gr. K-4 STAR ELA		
7.5 points possible to earn	For Gr. K-4 STAR Math		
TOTAL POSSIBLE – 15 points			

7.5 Point Distribution - Teachers Grade K-4

Points	Percentage Growth to Earn Points*
7.5	8.1% increase or more
6.5	6.1% to 8% increase
5.5	4.1% to 6% increase
4.5	2% to 4% increase
3.5	0% to 2% increase
2.5	2% to -1 decrease
1.5	4% to -2.1% decrease
1	6% to -4.1% decrease
0	Decrease of more than 6%

3.75 Point Distribution – Teachers Grades 5-8

<i>Staff Member Would Earn</i>	<i>The % increase/decrease of students achieving mastery on the post-test as compared to the pre-test:</i>
3.75 points (out of 3.75)	Increase of 6.1% or more
2.75 points (out of 3.75)	Increase of 3.1% to 6.0%
1.75 points (out of 3.75)	Decrease of 3.0-0% or increase of 0-3.0%
.75 points (out of 3.75)	Decrease of 6.0% - 2.99%
0 point (out of 5)	Decrease of more than 6%

HEDI SCORING: 0-2=Ineffective 3-7=Developing 8-13=Effective 14-15=Highly Effective

*Percentage increase or decrease will be rounded up to the nearest whole number. However, in no case shall rounding cause a teacher’s HEDI score to move from 1 HEDI scoring band to another.

Form 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 an attachment.

Course(s) or Subjects(s)	Locally-Selected Measure from list of Approved Measures	Assessment
HS Anatomy and Physiology 11/12	○ 5) District/Regional/BOCES developed	LCSD-developed Grade 12 Anatomy and Physiology Assessment
HS Physical Science in Action 11/12	○ 5) District/Regional/BOCES developed	LCSD-developed Grade 11 Physical Science in Action Assessment
HS Environmental Science 11/12	○ 6ii) School wide Measure Computer Locally	LCSD-developed Grade 11 Environmental Science Assessment
HS SUNY/AP Biology 11/12	○ 5) District/Regional/BOCES developed	LCSD-developed Grade 12 SUNY/AP Biology Assessment
HS SUNY College Physics	○ 5) District/Regional/BOCES developed	LCSD-developed Grade 12 SUNY Physics Assessment
HS SUNY/AP Physics H and Lab	○ 5) District/Regional/BOCES developed	LCSD-developed Grade 12 SUNY/AP Physics Assessment
HS Career and Financial Management	○ 6ii) School wide Measure Computer Locally	LCSD-developed Grade 10 Career and Financial Management Assessment
HS AP World History 10	○ 3) Teacher Specific Achievement/Growth Score Computed Locally	NY State Global 2 Regents Assessment
HS AP US History and Government	○ 3) Teacher Specific Achievement/Growth Score Computed Locally	NY State US History Regents Assessment
HS AP Government and Politics 12	○ 5) District/Regional/BOCES developed	LCSD-developed Grade 12 AP Government and Politics Assessment
CLEP Sociology 11/12	○ 5) District/Regional/BOCES developed	LCSD-developed Grade 12 CLEP Sociology Assessment
HS SUNY Pre-Calculus 12	○ 5) District/Regional/BOCES developed	LCSD-developed Grade 12 SUNY Pre-Calculus Assessment
Niagara University Probability and Statistics 11/12	○ 5) District/Regional/BOCES developed	LCSD-developed Grade 12 NU Probability and Statistics Assessment
NU Calculus 12	○ 5) District/Regional/BOCES developed	LCSD-developed Grade 12 NU Calculus 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 of 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 test 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.	See 3.13
Highly Effective (18 - 20 points) Results are well above District- or BOCES- adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (9 - 17 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 – 8 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Ineffective (0 – 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13

Other Measures of Effectiveness – Teachers in grades 9-12 Building (“LOCAL 20”)

20 Point Distribution - Teachers Grade 9-12

Points	Achievement Level to Earn Percents or Points*
20	75% (points) or greater
19	74% (points)
18	73% (points)
17	72% (points)
16	71% (points)
15	70% (points)
14	69% (points)
13	68% (points)
12	67% (points)
11	66% (points)
10	65% (points)
9	64% (points)
8	63% (points)
7	62% (points)
6	61% (points)
5	60% (points)
4	59% (points)
3	58% (points)
2	57% (points)
1	56% (points)
0	55.9% (points) or less

*The percentages or points listed on the chart are the percent score or point score on the assessment (for the entire population of students taking the assessment) required to earn the corresponding HEDI points in the chart. This methodology applies to all of the high school level courses in Task 3 of Review Room.

HEDI SCORING: 0-2=Ineffective 3-8=Developing 9-17=Effective 18-20=Highly Effective

Other Measures of Effectiveness – Teachers in grades K-8 Buildings (“LOCAL 20”)

	Grade K-4 Building	Grade 5-6 Building	Grade 7-8 Building
5 points possible to earn		For Grade 5 STAR ELA	For Grade 7 STAR ELA
5 points possible to earn		For Grade 5 STAR Math	For Grade 7 STAR Math
5 points possible to earn		For Grade 6 STAR ELA	For Grade 8 STAR ELA
5 points possible to earn		For Grade 6 STAR Math	For Grade 8 STAR Math
10 points possible to earn	For Gr. K-4 STAR ELA		
10 points possible to earn	For Gr. K-4 STAR Math		
TOTAL POSSIBLE – 20 points			

10 Point Distribution - Teachers Grade K-4

Points	The increase/decrease of the percent of students achieving mastery on the post-test compared to the pre-test: *
10	8.1% increase or more
9	6.1% to 8% increase
8	4.1% to 6% increase
7	2% to 4% increase
6	0% to 2% increase
5	2% to -1 decrease
4	4% to -2.1% decrease
3	6% to -4.1% decrease
2	8% to -6.1% decrease
1	10% to -8.1% decrease
0	10.1% decrease or more

5 Point Distribution – Teachers Grades 5-8

Staff Member Would Earn	The increase/decrease of the percent of students achieving mastery on the post-test as compared to the pre-test: *
5 points (out of 5)	Increase of 6.1% or more
4 points (out of 5)	Increase of 3.1% to 6.0%
3 points (out of 5)	Decrease of 3.0-0% or increase of 0-3.0%
2 points (out of 5)	Decrease of 6.0% - 2.99%
1 point (out of 5)	Decrease of 6.1% 9.0%
0 points (out of 5)	Decrease of more than 9.0%

HEDI SCORING: 0-2=Ineffective 3-8=Developing 9-17=Effective 18-20=Highly Effective

*Percentage increase will be rounded up to the nearest whole number. However, in no case shall rounding cause a teacher’s HEDI score to move from 1 HEDI scoring band to another.

Attachment 4.5

60 Point Conversion Chart			
Assignment of 60 points	lowest	highest	subcomponent score
If range is:	0	2.459	0
If range is:	2.46	4.918	1
If range is:	4.919	7.377	2
If range is:	7.378	9.836	3
If range is:	9.837	12.295	4
If range is:	12.296	14.754	5
If range is:	14.755	17.213	6
If range is:	17.214	19.672	7
If range is:	19.673	22.131	8
If range is:	22.132	24.59	9
If range is:	24.591	27.049	10
If range is:	27.05	29.508	11
If range is:	29.509	31.967	12
If range is:	31.968	34.426	13
If range is:	34.427	36.885	14
If range is:	36.886	39.344	15
If range is:	39.345	41.803	16
If range is:	41.804	44.262	17
If range is:	44.263	46.721	18
If range is:	46.722	49.18	19
If range is:	49.181	51.639	20
If range is:	51.64	54.098	21
If range is:	54.099	56.557	22
If range is:	56.558	59.016	23
If range is:	59.017	61.475	24
If range is:	61.476	63.934	25
If range is:	63.935	66.393	26
If range is:	66.394	68.852	27
If range is:	68.853	71.311	28
If range is:	71.312	73.77	29
If range is:	73.771	76.229	30
If range is:	76.23	78.688	31
If range is:	78.689	81.147	32
If range is:	81.148	83.606	33
If range is:	83.607	86.065	34
If range is:	86.066	88.524	35
If range is:	88.525	90.983	36
If range is:	90.984	93.442	37
If range is:	93.443	95.901	38
If range is:	95.902	98.36	39
If range is:	98.361	100.819	40
If range is:	100.82	103.278	41
If range is:	103.279	105.737	42
If range is:	105.738	108.196	43
If range is:	108.197	110.655	44
If range is:	110.656	113.114	45
If range is:	113.115	115.573	46
If range is:	115.574	118.032	47
If range is:	118.033	120.491	48
If range is:	120.492	122.95	49
If range is:	122.951	125.409	50
If range is:	125.41	127.868	51
If range is:	127.869	130.327	52
If range is:	130.328	132.786	53
If range is:	132.787	135.245	54
If range is:	135.246	137.704	55
If range is:	137.705	140.163	56
If range is:	140.164	142.622	57
If range is:	142.623	145.081	58
If range is:	145.082	147.54	59
If range is:	147.541	150	60

Ineffective

Developing

Effective

Highly Effective

Danielson's Enhancing Professional Practice Rubric

Teacher: _____ Date: _____ Evaluator: _____ School Year: _____

Domain 1a: Demonstrating Knowledge of Content and Pedagogy										
ELEMENT	INEFFECTIVE			DEVELOPING			EFFECTIVE			Possible Points
Knowledge of content and the structure of the discipline	Makes content errors or does not correct errors made by students.			Familiar with the important concepts but lacks awareness of how these concepts relate to one another.			Displays solid knowledge of the important concepts in the discipline and how these they relate to one another and to other disciplines.			1
			0			.92			.96	
Knowledge of prerequisite relationships important to student learning	Displays little understanding of prerequisite relationships important to student learning of the content.			Indicates some awareness of prerequisite relationships, although such knowledge may be inaccurate.			Reflects accurate understanding of prerequisite relationships among topics and a link to necessary cognitive structures by students to ensure understanding.			1
			0			.92			.96	
Knowledge of content related pedagogy	Displays no understanding of pedagogical approaches suitable to student learning of content.			Reflects a limited range of pedagogical approaches to student learning.			Reflects familiarity with a wide range of effective pedagogical approaches in the discipline.			1
			0			.92			.96	

Domain 1b: Demonstrating Knowledge of Students										
ELEMENT	INEFFECTIVE			DEVELOPING			EFFECTIVE			Possible Points
Knowledge of child and adolescent development	Displays little or no knowledge of the developmental characteristics of the age group.			Displays partial knowledge of the developmental characteristics of the age group.			Displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.			.6
			0			.55			.57	
Knowledge of learning process	Sees no value in understanding how students learn and does not seek such information.			Teacher recognizes the value of knowing how students learn, but this knowledge is limited.			Knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.			.6
			0			.55			.57	
Knowledge of students' skills, knowledge, and language proficiency	Displays little or no knowledge of students' skills, knowledge, and language proficiency.			Recognizes the value of understanding students' skills, knowledge, and language proficiency, but displays this knowledge only for the class as a whole.			Recognizes the value of understanding students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.			.6
			0			.55			.57	

Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage.	Recognizes the value of understanding students' interests and cultural heritage, but displays this knowledge only for the class as a whole.	Recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.	
	0	.55	.57	.6	
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs.	Displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Aware of students' special learning and medical needs.	Possesses information about each student's learning and medical needs, collecting such information from a variety of sources.	
	0	.55	.57	.6	

ELEMENT	Domain 1c: Setting Instructional Outcomes				Possible Points
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	
Value, sequence and alignment	Outcomes represent low expectations for students and lack of rigor.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.	
	0	.69	.72	.75	
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All of the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.	
	0	.69	.72	.75	
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.	
	0	.69	.72	.75	
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students.	
	0	.69	.72	.75	

ELEMENT	Domain 1d: Demonstrating Knowledge of Resources				Possible Points
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	
Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with external resources to the school.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the internet.	
	0	.92	.96	1	

Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district, but no knowledge of resources available more broadly.	.92	.96	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community and those external to the school/district.	1
Resources for students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district, but no knowledge of resources available more broadly.	.92	.96	Teacher's knowledge of resources for students is extensive, including those available through the school or district and those external to the school/district.	1

Domain 1e: Designing Coherent Instruction

ELEMENT	DEVELOPING			EFFECTIVE			Possible Points
	INEFFECTIVE	DEVELOPING	EFFECTIVE	INEFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in cognitive challenge.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenges, and some differentiation for different groups of students.			Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are highly differentiated.	1.5
	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	0	1.37	1.44	
Instructional materials and resources	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.			Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the instructional groups.	1.5
	The lesson or unit has no clearly defined structure, or the structure is chaotic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations	0	1.37	1.44	
Lesson and unit structure						The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.	1.5

Domain 1f: Designing Student Assessments

ELEMENT	INEFFECTIVE			DEVELOPING			EFFECTIVE			HIGHLY EFFECTIVE			Possible Points
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.			Some of the instructional outcomes are assessed through the proposed approach, but many are not.			All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.			Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students as needed.			1.5
			0			1.37			1.44			1.5	
Criteria and standards	Proposed approach contains no criteria or standards.			Assessment criteria and standards have been developed, but they are not clear.			Assessment criteria and standards are clear.			Assessment criteria and standards are clear; there is evidence that the students contributed to their development.			1.5
			0			1.37			1.44			1.5	
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.			Approach to the use of formative assessment is rudimentary.			Teacher has a well-developed strategy to using formative assessment.			Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.			1.5
			0			1.37			1.44			1.5	
Use for planning	Teacher has no plans to use assessment results in designing future instruction.			Teacher plans to use assessment results to plan for future instruction.			Teacher plans to use assessment results to plan for future instruction for groups of students.			Teacher plans to use assessment results to plan future instruction for individual students.			1.5
			0			1.37			1.44			1.5	

Domain 2a: Creating an Environment of Respect and Rapport

ELEMENT	INEFFECTIVE			DEVELOPING			EFFECTIVE			Possible Points			
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.			Teacher-student interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit minimal respect for the teacher.			Teacher-student interactions are friendly. Such interactions are appropriate to the age or culture of the students. Students exhibit respect for teacher.			Teacher interactions with students reflect genuine respect and caring. Students appear to trust the teacher with sensitive information.			6
			0			5.5			5.75			6	
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put downs.			Students do not demonstrate disrespect for one another.			Student interactions are generally polite and respectful.			Students demonstrate genuine caring for one another and monitor one another's treatment of peers.			6
			0			5.5			5.75			6	

Domain 2b: Establishing a Culture for Learning

ELEMENT	INEFFECTIVE			DEVELOPING			EFFECTIVE			HIGHLY EFFECTIVE			Possible Points
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.			Teacher communicates importance of the work, but with little conviction and only minimal apparent buy-in by the students.			Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.			Students demonstrate through active participation, curiosity, and taking initiative that they value the importance of the content.			3
			0			2.75			2.87			3	
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.			Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.			Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.			Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.			3
			0			2.75			2.87			3	
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.			Students minimally accept the responsibility to do good work, but invest little of their energy into its quality.			Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.			Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revisiting drafts on their own or helping peers.			3
			0			2.75			2.87			3	

Domain 2c: Managing Classroom Procedures

ELEMENT	INEFFECTIVE			DEVELOPING			EFFECTIVE			HIGHLY EFFECTIVE			Possible Points
Management of instructional groups	Student not working with the teacher are not productively engaged in learning.			Students in only some groups are productively engaged in learning while unsupervised.			Small-group work is well organized, and most students are productively engaged in learning while unsupervised.			Small-group work is well organized, Students are productively engaged at all times, with students assuming responsibility for productivity.			2.4
			0			2.2			2.3			2.4	
Management of transitions	Transitions are chaotic with much time lost between activities.			Only some transitions are efficient, resulting in some loss of instructional time.			Transitions occur smoothly with little loss of instructional time.			Transitions are seamless with students assuming responsibility in ensuring their efficient operation.			2.4
			0			2.2			2.3			2.4	
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.			Routines for handling materials and supplies function moderately well, but with some loss of instructional time.			Routines for handling materials and supplies occur smoothly, with little loss of instructional time.			Routines for handling materials and supplies are seamless, with students assuming responsibility for smooth operation.			2.4
			0			2.2			2.3			2.4	
Performance of non-instructional duties	Considerable instructional time is lost in performing non-instructional duties.			Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.			Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.			Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.			2.4
			0			2.2			2.3			2.4	

Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time, but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.	2.4
		0	2.2	2.3	2.4

Domain 2d: Managing Student Behavior

ELEMENT	DEVELOPING			EFFECTIVE			Possible Points
	INEFFECTIVE					HIGHLY EFFECTIVE	
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.	3		3
		0	2.75	2.87	3		
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior, but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.	3		3
		0	2.75	2.87	3		
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior, but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	3		3
		0	2.75	2.87	3		

Domain 2e: Organizing Physical Space

ELEMENT	DEVELOPING			EFFECTIVE			Possible Points
	INEFFECTIVE					HIGHLY EFFECTIVE	
Safety and accessibility	The classroom is unsafe.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.	4.5		4.5
		0	4.12	4.31	4.5		
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully; students adjust the furniture to advance their learning.	4.5		4.5
		0	4.12	4.31	4.5		

Domain 3a: Communicating with Students

ELEMENT	INEFFECTIVE			DEVELOPING			EFFECTIVE			HIGHLY EFFECTIVE			Possible Points
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.			Teacher attempts to explain the instructional purpose with limited success.			Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.			Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to students' interests.			2.25
	Teacher's directions and procedures are confusing to students.	0		Teacher's directions and procedures are clarified after initial student confusion.	2.06		Teacher's directions and procedures are clear to students.	2.16		Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.	2.25		
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.			Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	2.06		Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	2.16		Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers	2.25		2.25
	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors in grammar or syntax. Vocabulary may be inappropriate.	0		Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct, but limited or is not appropriate to students' ages, etc.	2.06		Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	2.16		Teacher's spoken and written language is correct, and conforms to standard English. It is also expressive with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.	2.25		
Use of oral and written language					2.06			2.16			2.25		2.25

Domain 3b: Using and Discussion Techniques

ELEMENT	INEFFECTIVE			DEVELOPING			EFFECTIVE			HIGHLY EFFECTIVE			Possible Points
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses and they are asked in rapid succession.			Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.			Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.			Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.			3
	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	0		Teacher makes some attempt to engage students in genuine discussion rather than recitation with uneven results.	2.75		Teacher creates a genuine discussion among students, stepping aside when appropriate.	2.87		Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.	3		
Student participation	A few students dominate the discussion.			Teacher attempts to engage all students in the discussion, but with only limited success.	2.75		Teacher successfully engages all students in the discussion.	2.87		Students themselves ensure that all voices are heard in the discussion.	3		3
		0			2.75			2.87			3		

Domain 3c: Engaging Students in Learning

ELEMENT	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	Possible Points
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engage in content. Students initiate or adapt activities to enhance their understanding.	3
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation of instructional groups.	3
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.	3
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.	3

Domain 3d: Using Assessment in Instruction

ELEMENT	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	Possible Points
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.	3
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole, but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.	3
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.	3

Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, but also make active use of that information in their learning.	0	2.75	2.87	3	3

Domain 3e: Demonstrating Flexibility and Responsiveness

ELEMENT	DEVELOPING			EFFECTIVE			HIGHLY EFFECTIVE			Possible Points
	INEFFECTIVE			DEVELOPING			EFFECTIVE			
Learning adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.	0	2.75	2.87	3	3	
	Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests.	Teacher successfully accommodates students' questions or interests.	0	2.75	2.87	3	3	
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students, but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.	0	2.75	2.87	3	3	

Domain 4a: Reflecting on Teaching

ELEMENT	DEVELOPING			EFFECTIVE			HIGHLY EFFECTIVE			Possible Points
	INEFFECTIVE			DEVELOPING			EFFECTIVE			
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.	0	2.75	2.87	3	3	
	Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	0	2.75	2.87	3	3	

Domain 4b: Maintaining Accurate Records

ELEMENT	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	Possible Points
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray. 0	Teacher's system for maintaining information on student completion of assignments is rudimentary. .92	Teacher's system for maintaining information on student completion of assignments is fully effective. .96	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records. 1	1
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray. 0	Teacher's system for maintaining information on student progress in learning is rudimentary. .92	Teacher's system for maintaining information on student progress in learning is fully effective. .96	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records. 1	1
Non-instructional records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion. 0	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors. .92	Teacher's system for maintaining information on non-instructional activities is fully effective. .96	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance. 1	1

Domain 4c: Communicating with Families

ELEMENT	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	Possible Points
Information about the instructional program	Teacher provides little or no information about the instructional program to families. 0	Teacher participates in the school's activities for family communication, but offers little additional information. .92	Teacher provides frequent information to families as appropriate about the instructional program. .96	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families. 1	1
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students. 0	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. .92	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. .96	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professionalism and cultural sensitivity. 1	1
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate. 0	Teacher makes modest and partially successful attempts to engage families in the instructional program. .92	Teacher's efforts to engage families in the instructional program are frequent and successful. .96	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation. 1	1

Domain 4d: Participating in a Professional Community										
ELEMENT	INEFFECTIVE			DEVELOPING			EFFECTIVE			Possible Points
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	0	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	.69	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.	.75	HIGHLY EFFECTIVE			.75
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	0	Teacher becomes involved in the school's culture of inquiry when invited to do so.	.69	Teacher actively participates in a culture of professional inquiry.	.75	HIGHLY EFFECTIVE			.75
Service to the school	Teacher avoids becoming involved in school events.	0	Teacher participates in school events when specifically asked.	.69	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.	.75	HIGHLY EFFECTIVE			.75
Participation in school and district projects	Teacher avoids becoming involved in school and district projects.	0	Teacher participates in school and district projects when specifically asked.	.69	Teacher volunteers to participate in school and district projects making a substantial contribution.	.75	HIGHLY EFFECTIVE			.75

Domain 4e: Growing and Developing Professionally										
ELEMENT	INEFFECTIVE			DEVELOPING			EFFECTIVE			Possible Points
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	0	Teacher participates in professional activities to a limited extent when they are convenient.	1.83	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	1.92	HIGHLY EFFECTIVE			2
Receptivity to feedback from colleagues	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	0	Teacher accepts, with some resistance, feedback on teaching performance from both supervisors and professional colleagues.	1.83	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	1.92	HIGHLY EFFECTIVE			2
Service to the profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	0	Teacher finds limited ways to contribute to the profession.	1.83	Teacher participates actively in assisting other educators.	1.92	HIGHLY EFFECTIVE			2

Domain 4f: Showing Professionalism

ELEMENT	INEFFECTIVE			DEVELOPING			EFFECTIVE			HIGHLY EFFECTIVE			Possible Points
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.			Teacher has honest interactions with colleagues, students, and the public.			Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.			Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.			.60
		0	.55			.57						.60	
Service to students	Teacher is not alert to students' needs.			Teacher's attempts to serve students are inconsistent.			Teacher is active in serving students.			Teacher is highly proactive in serving students, seeking out resources when needed.			.60
		0	.55			.57						.60	
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.			Teacher does not knowingly contribute to some students being ill served by the school.			Teacher works to ensure that all students receive a fair opportunity to succeed.			Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.			.60
		0	.55			.57						.60	
Decision making	Teacher makes decisions and recommendations based on self-serving interests.			Teacher's decisions and recommendations are based on limited, though genuinely professional, considerations.			Teacher maintains an open mind and participates in team or departmental decision making.			Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.			.60
		0	.55			.57						.60	
Compliance with school and district regulations	Teacher does not comply with school and district regulations.			Teacher complies minimally with school and district regulations, doing just enough to get by.			Teacher complies fully with school and district regulations.			Teacher complies fully with school and district regulations, taking a leadership role with colleagues.			.60
		0	.55			.57						.60	

Locally Selected Measure Subcomponent – Principals in grades K-4, 5-6, & 7-8 Buildings (“LOCAL 20”)

	<i>Grade K-4 Building</i>	<i>Grade 5-6 Building</i>	<i>Grade 7-8 Building</i>
5 points possible to earn		For Grade 5 STAR ELA	For Grade 7 STAR ELA
5 points possible to earn		For Grade 5 STAR Math	For Grade 7 STAR Math
5 points possible to earn		For Grade 6 STAR ELA	For Grade 8 STAR ELA
5 points possible to earn		For Grade 6 STAR Math	For Grade 8 STAR Math
10 points possible to earn	For Gr. K-4 STAR ELA		
10 points possible to earn	For Gr. K-4 STAR Math		
TOTAL POSSIBLE – 20 points			

10 Point Distribution – Principals Grade K-4

Points	Percentage of difference from pre-test to 100%:
10	8.1% increase or more
9	6.1% to 8% increase
8	4.1% to 6% increase
7	2% to 4% increase
6	0% to 2% increase
5	2% to -.1 decrease
4	4% to -2.1% decrease
3	6% to -4.1% decrease
2	8% to -6.1% decrease
1	10% to -8.1% decrease
0	10.1% decrease or more

5 Point Distribution – Principals Grade 5-8

<i>Principal Would Earn</i>	<i>The % of difference from the pre-test to 100%:</i>
5 points (out of 5)	Increase of 6.1% or more
4 points (out of 5)	Increase of 3.1% to 6.0%
3 points (out of 5)	Decrease of 3.0-0% or increase of 0-3.0%
2 points (out of 5)	Decrease of 6.0% - 2.99%
1 point (out of 5)	Decrease of 6.1% 9.0%
0 points (out of 5)	Decrease of more than 9.0%

HEDI SCORING: 0-2=Ineffective 3-8=Developing

9-17=Effective

18-20=Highly Effective

Other Measures of Effectiveness – Principals in grades K-4, 5-8 Buildings (“LOCAL 15”)

	<i>Grade K-4 Building</i>	<i>Grade 5-6 Building</i>	<i>Grade 7-8 Building</i>
3.75 points possible to earn		For Grade 5 STAR ELA	For Grade 7 STAR ELA
3.75 points possible to earn		For Grade 5 STAR Math	For Grade 7 STAR Math
3.75 points possible to earn		For Grade 6 STAR ELA	For Grade 8 STAR ELA
3.75 points possible to earn		For Grade 6 STAR Math	For Grade 8 STAR Math
7.5 points possible to earn	For Gr. K-4 STAR ELA		
7.5 points possible to earn	For Gr. K-4 STAR Math		
TOTAL POSSIBLE – 15 points			

7.5 Point Distribution – Principals Grade K-4

Points	Percentage of difference from pre-test to 100%:
7.5	8.1% increase or more
6.5	6.1% to 8% increase
5.5	4.1% to 6% increase
4.5	2% to 4% increase
3.5	0% to 2% increase
2.5	2% to -.1 decrease
1.5	4% to -2.1% decrease
1	6% to -4.1% decrease
0	A decrease of more than 6%

3.75 Point Distribution – Principals Grades 5-8

<i>Staff Member Would Earn</i>	<i>The % of difference from the pre-test to 100%:</i>
3.75 points (out of 3.75)	Increase of 6.1% or more
2.75 points (out of 3.75)	Increase of 3.1% to 6.0%
1.75 points (out of 3.75)	Decrease of 3.0-0% or increase of 0-3.0%
.75 points (out of 3.75)	Decrease of 6.0% - 2.99%
0 point (out of 5)	A decrease of more than 6%

HEDI SCORING: 0-2=Ineffective 3-7=Developing 8-13=Effective 14-15=Highly Effective

Locally Selected Measures of Student Achievement or Growth Subcomponent – High School Principal (“LOCAL 15”)

Points	Percent Graduation Rate to Earn Points
15	92 or greater
14	90
13	88
12	86
11	84
10	82
9	81
8	80
7	79
6	77
5	75
4	74
3	73
2	72
1	71
0	70 or lower

Locally Selected Measures of Student Achievement or Growth Subcomponent – High School Principal (“LOCAL 20”)

Points	Percent Graduation Rate to Earn Points
20	90 or greater
19	89
18	88
17	87
16	86
15	85
14	84
13	83
12	82
11	81
10	80
9	79
8	78
7	77
6	76
5	75
4	74
3	73
2	72
1	71
0	70 or lower

Lockport City School District Multidimensional Principal Performance Rubric APPR Conversion Chart

MPPR Raw Score	NYS Score (out of 60)	NYS Rounded Score *		MPPR Raw Score	NYS Score (out of 60)	NYS Rounded Score
88	60	60		44	30	30
87	59.3	60		43	29.3	30
86	58.6	59		42	28.6	29
85	58	58		41	28	28
84	57.2	58		40	27.3	28
83	57	57		39	26.6	27
82	55.9	56		38	25.9	26
81	55.2	56		37	25.2	26
80	54.5	55		36	24.5	25
79	53.9	54		35	23.9	24
78	53.1	54		34	23.2	24
77	52.5	53		33	22.5	23
76	51.8	52		32	21.8	22
75	51.1	52		31	21.1	22
74	50.1	51		30	20.5	21
73	49.8	50		29	19.8	20
72	49	49		28	19.1	20
71	48.4	49		27	18.4	19
70	47.7	48		26	17.7	18
69	47	47		25	17	17
68	46.4	47		24	16.4	17
67	45.7	46		23	15.7	16
66	45	45		22	15	15
65	44.3	45		21	14.3	15
64	43.6	44		20	13.6	14
63	43	43		19	13	13
62	42.3	43		18	12.3	13
61	42	42		17	11.6	12
60	40.9	41		16	10.9	11
59	40.2	41		15	10.2	11
58	39.5	40		14	9.5	10
57	38.9	39		13	8.9	9
56	38.2	39		12	8.2	9
55	37.5	38		11	7.5	8
54	36.8	37		10	6.8	7
53	36.1	37		9	6.1	7
52	35.5	36		8	5.5	6
51	34.8	35		7	4.8	5
50	34.1	35		6	4.1	5
49	33.4	34		5	3.4	4
48	32.7	33		4	2.7	3
47	32	32		3	2	2
46	31.2	32		2	1.4	1
45	30.7	31		0-1	.7	0

• HEDI Scoring: 0-10: Ineffective 11-30: Developing 31-51: Effective 52-60: Highly Effective

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

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

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

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

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

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

- Assure that the evaluation system will be used as a significant factor for employment decisions and teacher and principal development
- Assure that the entire APPR plan will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured
- Assure that the district or BOCES will provide the teacher's or principal's score and rating on the locally selected measures subcomponent, if available, and on the other measures of teacher and principal effectiveness subcomponent for a teacher's or principal's annual professional performance review, in writing, no later than the last school day of the school year for which the teacher or principal is being measured
- Assure that the APPR plan will be posted on the district's or BOCES' website by September 10 or within 10 days after it is approved by the Commissioner, whichever is later
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner
- Assure that the district or BOCES will report the individual subcomponent scores and the total composite effectiveness score for each classroom teacher and building principal in a manner prescribed by the Commissioner
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English Language Learners and students with disabilities

- Assure that educators who receive a Developing or Ineffective rating will receive a 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, 2013, assure that this was the result of unresolved collective bargaining negotiations

Signatures, dates

Superintendent Signature: Date:

Michelle T. Bradley 9/16/13

Teachers Union President Signature: Date:

Aline Reese 9/16/13

Administrative Union President Signature: Date:

Bryan S. Schuchert 9/16/13

Board of Education President Signature: Date:

John A. Zander 9/16/13