



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

COMMISSIONER OF EDUCATION
PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK

September 18, 2012

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

Dear Superintendent Bradley:

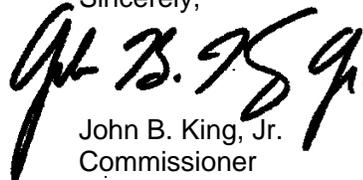
Congratulations. I am pleased to inform you that your Annual Professional Performance Review Plan (APPR) meets the criteria outlined in Education Law §3012-c and Subpart 30-2 of the Commissioner's Regulations and has been approved for the 2012-2013 school year. As a reminder, we are relying on the certification 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.

Pursuant to Education Law §3012-c and Subpart 30-2, the Department will continue to work with districts to help ensure compliance with the statute and the regulations. We will be analyzing data supplied by districts, BOCES, and/or schools and may ask for 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. Please be advised that, if any provisions of your APPR plan violate the statute or the regulations, the Department reserves the right to require your district to correct and/or resolve such violations.

The Department looks 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

c: Clark Godshall

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

Annual Professional Performance Reviews: 2012-13

Created Wednesday, May 23, 2012

Updated Friday, August 24, 2012

1

Disclaimers

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

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

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

1. SCHOOL DISTRICT INFORMATION

1.1) School District's BEDS Number : 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) School Improvement Grant (SIG) Districts Only

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

Not applicable

1.4) Award Classification

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

(No response)

1.5) Assurances

Please check all of the boxes below:

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

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

Re-submission to address deficiencies

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

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

Annual (2012-13)

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

Created Wednesday, May 23, 2012

Updated Friday, August 24, 2012

Page 1

STATE-PROVIDED MEASURES OF STUDENT GROWTH

(25 points with an approved value-added measure)

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

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

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

2.1) Assurances

Please check the boxes below:

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

STUDENT LEARNING OBJECTIVES AS COMPARABLE GROWTH MEASURES (20 points)

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

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

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

If no State assessment or Regents exam exists:

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

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

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

State assessments, *required if one exists*

List of State-approved 3rd party assessments

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

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

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

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

2.2) Grades K-3 ELA

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

	ELA	Assessment
K	District, regional, or BOCES-developed assessment	Lockport City School District (LCSD) Kindergarten ELA Assessment
1	District, regional, or BOCES-developed assessment	Lockport City School District Grade 1 ELA Assessment
2	District, regional, or BOCES-developed assessment	Lockport City School District Grade 2 ELA Assessment

	ELA	Assessment
3	State assessment	3rd Grade State Assessment

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

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

The 20 Point Distribution Plan Scoring Chart for use with Student Learning Objectives (SLO) will be implemented as follows:

A staff member will calculate the number of students from his/her group of students associated with a particular SLO who qualify under the 'special populations' definition. Whatever percent of their student population this is would define which of the 7 target statements apply to their SLO. Whatever percent of their students reach the target at the end of the course based on pre to post assessment growth would define the number of points (out of 20) earned by the teacher (refer to the chart in attachment at 2.11).

For example:

For a teacher who had 86% of his/her students reach the target – he/she would earn 18 points.

For a teacher who had 73% of his/her students reach the target – he/she would earn 12 points.

For a teacher who had 66% of his/her students reach the target – he/she would earn 8 points.

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 Kindergarten Math Assessment
1	District, regional, or BOCES-developed assessment	Lockport City School District Grade 1 Math Assessment
2	District, regional, or BOCES-developed assessment	Lockport City School District 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 student performance.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.</p>	<p>The 20 Point Distribution Plan Scoring Chart for use with Student Learning Objectives (SLO) will be implemented as follows:</p>
	<p>A staff member will calculate the number of students from his/her group of students associated with a particular SLO who qualify under the 'special populations' definition. Whatever percent of their student population this is would define which of the 7 target statements apply to their SLO. Whatever percent of their students reach the target at the end of the course based on pre to post assessment growth would define the number of points (out of 20) earned by the teacher (refer to the chart at the attachment at 2.11).</p>
	<p>For example:</p>
	<p>For a teacher who had 86% of his/her students reach the target – he/she would earn 18 points.</p>
	<p>For a teacher who had 73% of his/her students reach the target – he/she would earn 12 points.</p>
	<p>For a teacher who had 66% of his/her students reach the target – he/she would earn 8 points.</p>
<p>Highly Effective (18 - 20 points) Results are well-above state average for similar students (or District goals if no state test).</p>	<p>See 2.11</p>
<p>Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).</p>	<p>See 2.11</p>
<p>Developing (3 - 8 points) Results are below state average for similar students (or District goals if no state test).</p>	<p>See 2.11</p>
<p>Ineffective (0 - 2 points) Results are well-below state average for similar students (or District goals if no state test).</p>	<p>See 2.11</p>

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 Grade 6 Science Assessment
7	District, regional or BOCES-developed assessment	LCSD Grade 7 Science Assessment
	Science	Assessment
8	State assessment	8th Grade State Science Assessment

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

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

The 20 Point Distribution Plan Scoring Chart for use with Student Learning Objectives (SLO) will be implemented as follows:

A staff member will calculate the number of students from his/her group of students associated with a particular SLO who qualify under the 'special populations' definition. Whatever percent of their student population this is would define which of the 7 target statements apply to their SLO .

Whatever percent of their students reach the target at the end of the course based on pre to post assessment growth would define the number of points (out of 20) earned by the teacher (refer to the chart at the attachment at 2.11).

For example:

For a teacher who had 86% of his/her students reach the target – he/she would earn 18 points.

For a teacher who had 73% of his/her students reach the target – he/she would earn 12 points.

For a teacher who had 66% of his/her students reach the target – he/she would earn 8 points.

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 Grade 6 Social Studies Assessment
7	District, regional or BOCES-developed assessment	LCSD Grade 7 Social Studies Assessment
8	District, regional or BOCES-developed assessment	LCSD Grade 8 Social Studies Assessment

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

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

The 20 Point Distribution Plan Scoring Chart for use with Student Learning Objectives (SLO) will be implemented as follows:

A staff member will calculate the number of students from

his/her group of students associated with a particular SLO who qualify under the 'special populations' definition. Whatever percent of their student population this is would define which of the 7 target statements apply to their SLO.

Whatever percent of their students reach the target at the end of the course based on pre to post assessment growth would define the number of points (out of 20) earned by the teacher (refer to the chart at the attachment at 2.11).

For example:

For a teacher who had 86% of his/her students reach the target – he/she would earn 18 points.

For a teacher who had 73% of his/her students reach the target – he/she would earn 12 points.

For a teacher who had 66% of his/her students reach the target – he/she would earn 8 points.

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 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 student performance.

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this

The 20 Point Distribution Plan Scoring Chart for use with Student Learning Objectives (SLO) will be implemented as

subcomponent. If needed, you may upload a table or graphic at 2.11, below.

follows:

A staff member will calculate the number of students from his/her group of students associated with a particular SLO who qualify under the 'special populations' definition. Whatever percent of their student population this is would define which of the 7 target statements apply to their SLO.

Whatever percent of their students reach the target at the end of the course based on pre to post assessment growth would define the number of points (out of 20) earned by the teacher (refer to the chart at the attachment at 2.11).

For example:

For a teacher who had 86% of his/her students reach the target – he/she would earn 18 points.

For a teacher who had 73% of his/her students reach the target – he/she would earn 12 points.

For a teacher who had 66% of his/her students reach the target – he/she would earn 8 points.

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

2.7) High School Science Regents Courses

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

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

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this

The 20 Point Distribution Plan Scoring Chart for use with Student Learning Objectives (SLO) will be implemented as

subcomponent. If needed, you may upload a table or graphic at 2.11, below.

follows:

A staff member will calculate the number of students from his/her group of students associated with a particular SLO who qualify under the 'special populations' definition. Whatever percent of their students reach the target at the end of the course based on pre to post assessment growth would define the number of points (out of 20) earned by the teacher.

For example:

For a teacher who had 86% of his/her students reach the target – he/she would earn 18 points.

For a teacher who had 73% of his/her students reach the target – he/she would earn 12 points.

For a teacher who had 66% of his/her students reach the target – he/she would earn 8 points.

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 student performance.

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

The 20 Point Distribution Plan Scoring Chart for use with Student Learning Objectives (SLO) will be implemented as follows:

A staff member will calculate the number of students from his/her group of students associated with a particular SLO who qualify under the 'special populations' definition. Whatever

percent of their student population this is would define which of the 7 target statements apply to their SLO. Whatever percent of their students reach the target at the end of the course based on pre to post assessment growth would define the number of points (out of 20) earned by the teacher (refer to the chart at the attachment at 2.11).

For example:

For a teacher who had 86% of his/her students reach the target – he/she would earn 18 points.

For a teacher who had 73% of his/her students reach the target – he/she would earn 12 points.

For a teacher who had 66% of his/her students reach the target – he/she would earn 8 points.

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 Grade 9 ELA Assessment
Grade 10 ELA	District, regional or BOCES-developed assessment	Lockport City School District Grade 10 ELA Assessment
Grade 11 ELA	Regents assessment	Regents Grade 11 ELA

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

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

The 20 Point Distribution Plan Scoring Chart for use with Student Learning Objectives (SLO) will be implemented as follows:

A staff member will calculate the number of students from his/her group of students associated with a particular SLO who

qualify under the 'special populations' definition. Whatever percent of their student population this is would define which of the 7 target statements apply to their SLO. Whatever percent of their students reach the target at the end of the course based on pre to post assessment growth would define the number of points (out of 20) earned by the teacher (refer to the chart at the attachment at 2.11).

For example:

For a teacher who had 86% of his/her students reach the target – he/she would earn 18 points.

For a teacher who had 73% of his/her students reach the target – he/she would earn 12 points.

For a teacher who had 66% of his/her students reach the target – he/she would earn 8 points.

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	District Developed K-12 Music Assessments
K-12 Art	District, Regional or BOCES-developed	District Developed K-12 Art Assessments
K-12 Physical Education	District, Regional or BOCES-developed	District Developed K-12 Physical Education Assessments
Grades 5-12 Technology	District, Regional or BOCES-developed	District Developed Grade 5-12 Technology Assessments
Grades 7-12 Latin	District, Regional or BOCES-developed	District Developed Grade 7-12 Latin Assessments
Grades 7-12 Spanish	District, Regional or BOCES-developed	District Developed Grade 7-12 Spanish Assessments
Grades 7-12 French	District, Regional or BOCES-developed	District Developed Grade 7-12 French Assessments
Grades 7-8 Family and Consumer Science	District, Regional or BOCES-developed	District Developed Grade 7-8 Family and Consumer Science Assessments
Grades 7-12 Health	District, Regional or BOCES-developed	District Developed Grades 7-12 Health Assessments

Grades 9-12 Business	District, Regional or BOCES-developed	District Developed Grades 9-12 Business Assessments
Grades K-12 ELL	District, Regional or BOCES-developed	District Developed Grades K-12 ELL Assessments
Grades K-12 Special Education	District, Regional or BOCES-developed	District Developed Grades K-12 Special Education Assessments
Grades K-4 Library	State Assessment	Grade 4 State ELA Assessment
Grades 5-6 Library	State Assessment	Grade 5 & 6 State ELA Assessments
Grades 7-8 Library	State Assessment	Grade 7 & 8 State ELA Assessments
Grades 9-12 Library	State Assessment	Grade 11 State ELA Assessment
Grades K-4 Speech	State Assessment	Grade 4 State ELA Assessment
Grades 5-6 Speech	State Assessment	Grade 5 & 6 State ELA Assessments
Grade 7-8 Speech	State Assessment	Grade 7 & 8 State ELA Assessments
Grade 9-12 Speech	State Assessment	Grade 11 State ELA Assessment

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 2.11, below.	<p>The 20 Point Distribution Plan Scoring Chart for use with Student Learning Objectives (SLO) will be implemented as follows:</p> <p>A staff member will calculate the number of students from his/her group of students associated with a particular SLO who qualify under the ‘special populations’ definition. Whatever percent of their student population this is would define which of the 7 target statements apply to their SLO.</p> <p>Whatever percent of their students reach the target at the end of the course based on pre to post assessment growth would define the number of points (out of 20) earned by the teacher (refer to the chart at the attachment at 2.11).</p> <p>For example:</p> <p>For a teacher who had 86% of his/her students reach the target – he/she would earn 18 points.</p> <p>For a teacher who had 73% of his/her students reach the target – he/she would earn 12 points.</p> <p>For a teacher who had 66% of his/her students reach the target – he/she would earn 8 points.</p>
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)

assets/survey-uploads/5364/132621-avH4IQNZMh/Form2_10_AllOtherCourses[1].doc

2.11) HEDI Tables or Graphics

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

assets/survey-uploads/5364/132621-TXEttx9bQW/Other Comparable measures teachers FINAL.docx

2.12) Locally Developed Controls

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

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

Students with Disabilities, English Language Learners, and students in poverty have been considered as special populations. 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.

2.13) Teachers with more than one growth measure

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

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

2.14) Assurances

Please check all of the boxes below:

2.14) Assurances Assure the application of locally developed controls will be rigorous, fair, and transparent and only those used for State Growth will be used for Comparable Growth Measures.	Checked
2.14) Assurances Assure that use of locally developed controls will not have a disparate impact on underrepresented students in accordance with applicable civil rights laws.	Checked
2.14) Assurances Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.	Checked

2.14) Assurances Assure that procedures for ensuring data accuracy and integrity are being utilized.	Checked
2.14) Assurances Assure that district will develop SLOs according to the rules established by SED (see: http://usny.nysed.gov/rttt/teachers-leaders/slo/home.html).	Checked
2.14) Assurances Assure that past academic performance and/or baseline academic data of students will be taken into account when developing an SLO.	Checked
2.14) Assurances Assure that the process for assigning points for SLOs for the Growth Subcomponent will use the narrative HEDI descriptions described in the regulations to effectively differentiate educators in ways that improve student learning and instruction.	Checked
2.14) Assurances Assure that it is possible for an educator to earn each point, including 0, for SLOs in the Growth subcomponent scoring range.	Checked
2.14) Assurances Assure that processes are in place to monitor SLOs to ensure rigor and comparability across classrooms.	Checked

3. Local Measures (Teachers)

Created Wednesday, May 23, 2012

Updated Friday, August 24, 2012

Page 1

Locally Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

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

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

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

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

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

3.1) Grades 4-8 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Reading Assessment
5	4) State-approved 3rd party assessments	STAR Reading Assessment
6	4) State-approved 3rd party assessments	STAR Reading Assessment
7	4) State-approved 3rd party assessments	STAR Reading Assessment
8	4) State-approved 3rd party assessments	STAR Reading Assessment

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>The 20 Point Distribution Plan Scoring Chart for use with Locally Selected Measure will be implemented as follows:</p> <p>A staff member will earn 5 points for grade level or school-wide achievement within the building in each of the four areas tested – STAR Reading, STAR Math, NY State ELA & NY State Math (as outlined on the bottom chart of attachment 3.13 & 3.3). The top chart on attachments 3.13 & 3.3 indicates the points a teacher would earn (on a scale between 0-5) based on achievement.</p> <p>For example:</p> <p>If the students in the building demonstrated a collective achievement of 75% in STAR Math performance the teachers would earn 5 points for the STAR Math component of the locally selected measure.</p> <p>If the students in the building demonstrated 60% achievement on ELA state assessments the teachers would earn 2 points for the State ELA component of the locally selected measure.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.3</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.3</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.3</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.3</p>

3.2) Grades 4-8 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
4	4) State-approved 3rd party assessments	STAR Math Assessment
5	4) State-approved 3rd party assessments	STAR Math Assessment
6	4) State-approved 3rd party assessments	STAR Math Assessment
7	4) State-approved 3rd party assessments	STAR Math Assessment
8	4) State-approved 3rd party assessments	STAR Math Assessment

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

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

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.3, below.</p>	<p>The 20 Point Distribution Plan Scoring Chart for use with Locally Selected Measure will be implemented as follows:</p> <p>A staff member will earn 5 points for grade level or building achievement in each of the four areas tested – STAR Reading, STAR Math, NY State ELA & NY State Math (as outlined on the bottom chart of attachment 3.13 & 3.3). The top chart on attachments 3.13 & 3.3 indicates the points a teacher would earn (on a scale between 0-5) based on the achievement.</p> <p>For example:</p> <p>If the students in the building demonstrated 75% achievement in STAR Math performance the teachers would earn 5 points for the STAR Math component of the locally selected measure.</p> <p>If the students in the building demonstrated a 60% achievement on ELA state assessments the teachers would earn 2 points for the State ELA component of the locally selected measure.</p>
<p>Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.3</p>
<p>Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.3</p>
<p>Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.3</p>
<p>Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.</p>	<p>See 3.3</p>

3.3) HEDI Tables or Graphics

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

assets/survey-uploads/5139/132629-rhJdBgDruP/Locally Selected Measure Subcomponent k to 8 teachers.doc

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

Growth or achievement measure(s) from these options.

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

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

Measures based on:

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

3.4) Grades K-3 ELA

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Reading Assessment
1	4) State-approved 3rd party assessments	STAR Reading Assessment
2	4) State-approved 3rd party assessments	STAR Reading Assessment
3	4) State-approved 3rd party assessments	STAR Reading Assessment

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

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

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>The 20 Point Distribution Plan Scoring Chart for use with Locally Selected Measure will be implemented as follows:</p> <p>A staff member will earn 5 points for achievement within the grade level or building in each of the four areas tested – STAR Reading, STAR Math, NY State ELA & NY State Math (as outlined on the bottom chart of attachment 3.13 & 3.3). The top chart on attachments 3.13 & 3.3 indicates the points a teacher would earn (on a scale between 0-5) based on the achievement.</p> <p>For example:</p> <p>If the students in the building demonstrated a 4.5% increase in STAR Math performance from baseline assessment to post assessment the teachers would earn 4 points for the STAR Math component of the locally selected measure.</p> <p>If the students in the building demonstrated a 2.5% decrease in performance on ELA state assessments from baseline assessment to post assessment the teachers would earn 2 points for the State ELA component of the locally selected measure.</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

3.5) Grades K-3 Math

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

	Locally-Selected Measure from List of Approved Measures	Assessment
K	4) State-approved 3rd party assessments	STAR Math Assessment
1	4) State-approved 3rd party assessments	STAR Math Assessment
2	4) State-approved 3rd party assessments	STAR Math Assessment
3	4) State-approved 3rd party assessments	STAR Math Assessment

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

Note: when completing the HEDI boxes below, it is not acceptable to just repeat the text descriptions from the regulations and/or 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>The 20 Point Distribution Plan Scoring Chart for use with Locally Selected Measure will be implemented as follows:</p> <p>A staff member will earn 5 points for grade level or building achievement in each of the four areas tested – STAR Reading, STAR Math, NY State ELA & NY State Math (as outlined on the bottom chart of attachment 3.13 & 3.3). The top chart on attachments 3.13 & 3.3 indicates the points a teacher would earn (on a scale between 0-5) based on the achievement.</p> <p>For example:</p> <p>If the students in the building demonstrated a 4.5% increase in STAR Math performance from baseline assessment to post assessment the teachers would earn 4 points for the STAR Math component of the locally selected measure.</p> <p>If the students in the building demonstrated a 2.5% decrease in performance on ELA state assessments from baseline assessment to post assessment the teachers would earn 2 points for the State ELA component of the locally selected measure.</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

3.6) Grades 6-8 Science

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

	Locally-Selected Measure from List of Approved Measures	Assessment
6	4) State-approved 3rd party assessments	STAR Reading & STAR Math Assessments
7	4) State-approved 3rd party assessments	STAR Reading & STAR Math Assessments
8	4) State-approved 3rd party assessments	STAR Reading & STAR Math Assessments

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.

<p>Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.</p>	<p>The 20 Point Distribution Plan Scoring Chart for use with Locally Selected Measure will be implemented as follows:</p> <p>A staff member will earn 5 points for grade level or school-wide achievement in each of the four areas tested – STAR Reading, STAR Math, NY State ELA & NY State Math (as outlined on the bottom chart of attachment 3.13 & 3.3). The top chart on attachments 3.13 & 3.3 indicates the points a teacher would earn (on a scale between 0-5) based on the achievement.</p> <p>For example:</p> <p>If the students in the building demonstrated a 4.5% increase in STAR Math performance from baseline assessment to post assessment the teachers would earn 4 points for the STAR Math component of the locally selected measure.</p> <p>If the students in the building demonstrated a 2.5% decrease in performance on ELA state assessments from baseline assessment to post assessment the teachers would earn 2 points for the State ELA component of the locally selected measure.</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

3.7) Grades 6-8 Social Studies

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

	Locally-Selected Measure from List of Approved Measures	Assessment
--	---	------------

6	4) State-approved 3rd party assessments	STAR Reading & STAR Math Assessments
7	4) State-approved 3rd party assessments	STAR Reading & STAR Math Assessments
8	4) State-approved 3rd party assessments	STAR Reading & STAR Math Assessments

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.	<p>The 20 Point Distribution Plan Scoring Chart for use with Locally Selected Measure will be implemented as follows:</p> <p>A staff member will earn 5 points for grade level or school-wide achievement in each of the four areas tested – STAR Reading, STAR Math, NY State ELA & NY State Math (as outlined on the bottom chart of attachment 3.13 & 3.3). The top chart on attachments 3.13 & 3.3 indicates the points a teacher would earn (on a scale between 0-5) based on the achievement.</p> <p>For example:</p> <p>If the students in the building demonstrated a 4.5% increase in STAR Math performance from baseline assessment to post assessment the teachers would earn 4 points for the STAR Math component of the locally selected measure.</p> <p>If the students in the building demonstrated a 2.5% decrease in performance on ELA state assessments from baseline assessment to post assessment the teachers would earn 2 points for the State ELA component of the locally selected measure.</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

3.8) High School Social Studies

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Global 1	7) Student Learning Objectives	Lockport City School District-developed Global 1 Grade 9 Assessment
Global 2	7) Student Learning Objectives	Global 2 Grade 10 Regents
American History	7) Student Learning Objectives	US History Grade 11 Regents

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>The 20 Point Distribution Plan Scoring Chart for use with Student Learning Objectives (SLO) will be implemented as follows:</p> <p>Whatever percent of their students reach the target at the end of the course based on group achievement would define the number of points (out of 20) earned by the teacher (refer to the chart in attachment 3.13).</p> <p>For example:</p> <p>For a teacher who had 86% of his/her students reach the target – he/she would earn 18 points.</p> <p>For a teacher who had 73% of his/her students reach the target – he/she would earn 12 points.</p> <p>For a teacher who had 66% of his/her students reach the target – he/she would earn 8 points.</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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Living Environment	7) Student Learning Objectives	Living Environment Grade 9 Regents
Earth Science	7) Student Learning Objectives	Earth Science Grade 10 Regents
Chemistry	7) Student Learning Objectives	Chemistry Grade 11 Regents
Physics	7) Student Learning Objectives	Physics Grade 12 Regents

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.	<p>The 20 Point Distribution Plan Scoring Chart for use with Student Learning Objectives (SLO) will be implemented as follows:</p> <p>Whatever percent of their students reach the target at the end of the course based on group achievement would define the number of points (out of 20) earned by the teacher (refer to the chart in attachment 3.13).</p> <p>For example:</p> <p>For a teacher who had 86% of his/her students reach the target – he/she would earn 18 points.</p> <p>For a teacher who had 73% of his/her students reach the target – he/she would earn 12 points.</p> <p>For a teacher who had 66% of his/her students reach the target – he/she would earn 8 points.</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
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	See 3.13

grade/subject.

3.10) High School Math

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

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Algebra 1	7) Student Learning Objectives	Integrated Algebra Grade 9 Regents
Geometry	7) Student Learning Objectives	Geometry Grade 11 Regents
Algebra 2	7) Student Learning Objectives	Algebra 2 Grade 10 Regents

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

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

Use this box, if needed, to describe the general process for assigning HEDI categories for these grades/subjects in this subcomponent. If needed, you may upload a table or graphic at 3.13, below.	The 20 Point Distribution Plan Scoring Chart for use with Student Learning Objectives (SLO) will be implemented as follows: Whatever percent of their students reach the target at the end of the course based on group achievement would define the number of points (out of 20) earned by the teacher (refer to the chart in attachment 3.13). For example: For a teacher who had 86% of his/her students reach the target – he/she would earn 18 points. For a teacher who had 73% of his/her students reach the target – he/she would earn 12 points. For a teacher who had 66% of his/her students reach the target – he/she would earn 8 points.
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 assessment that will be used for the locally-selected measure for the grade/subject listed. Then name the specific assessment, listing the full name of the assessment.

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

	Locally-Selected Measure from List of Approved Measures	Assessment
Grade 9 ELA	7) Student Learning Objectives	Lockport City School District-developed Grade 9 ELA Assessment
Grade 10 ELA	7) Student Learning Objectives	Lockport City School District-developed Grade 10 ELA Assessment
Grade 11 ELA	7) Student Learning Objectives	ELA Grade 11 Regents

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

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

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

The 20 Point Distribution Plan Scoring Chart for use with Student Learning Objectives (SLO) will be implemented as follows:

Whatever percent of their students reach the target at the end of the course based on group achievement would define the number of points (out of 20) earned by the teacher (refer to the chart in attachment 3.13).

For example:

For a teacher who had 86% of his/her students reach the target – he/she would earn 18 points.

For a teacher who had 73% of his/her students reach the target – he/she would earn 12 points.

For a teacher who had 66% of his/her students reach the target – he/she would earn 8 points.

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
Introduction to Art	7) Student Learning Objectives	Lockport City School District-developed Grade 9 Introduction to Art Assessment
Career Exploration	7) Student Learning Objectives	Lockport City School District-developed Grade 11 Career Exploration Assessment
Keyboarding	7) Student Learning Objectives	Lockport City School District-developed Grade 11 Keyboarding Assessment
Accounting	7) Student Learning Objectives	Lockport City School District-developed Grade 12 Accounting Assessment
English 12	7) Student Learning Objectives	Lockport City School District-developed Grade 12 English Assessment
Reading in Content Area	7) Student Learning Objectives	Lockport City School District-developed Grade 12 Reading in Content Area Assessment
Spanish	7) Student Learning Objectives	Lockport City School District-developed Grade 9-12 Spanish Assessment
Health	7) Student Learning Objectives	Lockport City School District-developed Grade 10 Health Assessment
Pre-Algebra	7) Student Learning Objectives	Lockport City School District-developed Grade 9-10 Pre-Algebra Assessment
Trigonometry	7) Student Learning Objectives	Lockport City School District-developed Grade 11 Trigonometry Assessment
Financial Math	7) Student Learning Objectives	Lockport City School District-developed Grade 12 Financial Math Assessment
Printmaking	7) Student Learning Objectives	Lockport City School District-developed Grade 11 Printmaking Assessment
Forensics	7) Student Learning Objectives	Lockport City School District-developed Grade 12 Forensics Assessment
Participation in Government	7) Student Learning Objectives	Lockport City School District-developed Grade 12 Participation in Government Assessment
Economics	7) Student Learning Objectives	Lockport City School District-developed Grade 12 Economics Assessment
American Citizen	7) Student Learning Objectives	Lockport City School District-developed Grade 12 American Citizen Assessment

Studio in Art	7) Student Learning Objectives	Lockport City School District-developed Grade 11 Studio in Art Assessment
Graphic Art	7) Student Learning Objectives	Lockport City School District-developed Grade 12 Graphic Art Assessment
Interior Design	7) Student Learning Objectives	Lockport City School District-developed Grade 12 Interior Design Assessment
Studio in Art	7) Student Learning Objectives	Lockport City School District-developed Grade 12 Studio in Art 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.	<p>The 20 Point Distribution Plan Scoring Chart for use with Student Learning Objectives (SLO) will be implemented as follows:</p> <p>Whatever percent of their students reach the target at the end of the course based on group achievement would define the number of points (out of 20) earned by the teacher (refer to the chart in attachment 3.13).</p> <p>For example:</p> <p>For a teacher who had 86% of his/her students reach the target – he/she would earn 18 points.</p> <p>For a teacher who had 73% of his/her students reach the target – he/she would earn 12 points.</p> <p>For a teacher who had 66% of his/her students reach the target – he/she would earn 8 points.</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

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)

3.13) HEDI Tables or Graphics

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

assets/survey-uploads/5139/132629-y92vNseFa4/3.13.docx

3.14) Locally Developed Controls

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

Consideration will be taken for teachers who have students in subpopulations such as: Students with Disabilities, English Language Learners, Students in Poverty, and student's prior academic history. SLO targets will be adjusted according to these considerations. 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.

3.15) Teachers with More Than One Locally Selected Measure

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

For grades K-8:

Teachers in grade K-4 buildings will earn 5 points each, toward their 20 points for the locally selected measure, based on building growth on the four assessments listed below:

- Up to 5 points - STAR ELA Assessment grades K-4*
- Up to 5 points - STAR Math Assessment grades K-4*
- Up to 5 points - NYS ELA Assessment in grade 4*
- Up to 5 points - NYS Mathematics Assessment in grade 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:

- Up to 5 points - STAR ELA Assessment grades 5 & 6*
- Up to 5 points - STAR Mathematics Assessment grades 5 & 6*
- Up to 5 points - NYS ELA Assessments in grades 5 & 6*
- Up to 5 points - NYS Mathematics Assessments in grades 5 & 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:

- Up to 5 points - STAR ELA Assessment grades 7 & 8*
- Up to 5 points - STAR Mathematics Assessment grades 7 & 8*
- Up to 5 points - NYS ELA Assessment grades 7 & 8*
- Up to 5 points - NYS Mathematics Assessment grades 7 & 8*

For grades 9-12 teachers:

Teachers in grades 9-12 buildings will earn points up to 20 on the locally selected measure, based on subject/course specific group growth on Student Learning Objectives using pre and post assessments.

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 Thursday, May 24, 2012

Updated Friday, June 29, 2012

Page 1

4.1) Teacher Practice Rubric

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

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

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

Danielson's Framework for Teaching

(No response)

4.2) Points Within Other Measures

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

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

Is the following points assignment applicable to all teachers?

Yes

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

(No response)

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

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

(No response)

(No response)

4.4) Assurances

Please check all of the boxes below:

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

4.5) Process for Assigning Points and Determining HEDI Ratings

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

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

A staff member will be assigned 0-3 points for each component under each of the 4 Domains of the rubric. The total points for each component will be calculated by multiplying the point assignment with the weighting. A sum total of points for the entire rubric will be calculated. Using the HEDI Range chart this number would be used to determine the teacher's point score (out of 60).

For example:

A teacher who earns 113 points using the weighted scoring chart – he/she would earn 47 of the 60 points.

A teacher who earns 137 points using the weighted scoring chart – he/she would earn 57 of the 60 points.

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

assets/survey-uploads/5091/132820-eka9yMJ855/HEDI Range and Scoring Example.pptx

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

Highly Effective: Overall performance and results exceed NYS Teaching Standards.	See above charts
Effective: Overall performance and results meet NYS Teaching Standards.	See above charts
Developing: Overall performance and results need improvement in order to meet NYS Teaching Standards.	See above charts
Ineffective: Overall performance and results do not meet NYS Teaching Standards.	See above charts

Provide the ranges for the 60-point scoring bands.

Highly Effective	See above charts
Effective	See above charts
Developing	See above charts
Ineffective	See above charts

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 Thursday, May 24, 2012

Updated Friday, June 29, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed NYS Teaching Standards.

Effective

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

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

Overall performance and results meet NYS Teaching Standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet NYS Teaching Standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

0-64

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

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

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

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

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

6. Additional Requirements - Teachers

Created Thursday, May 24, 2012
Updated Monday, August 20, 2012

Page 1

6.1) Assurances -- Improvement Plans

Please check the boxes below:

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

6.2) Attachment: Teacher Improvement Plan Forms

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

<assets/survey-uploads/5265/132823-Df0w3Xx5v6/TIP.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 on a date selected by the District. At this meeting, all 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.

2. 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 single 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. The appeal must be submitted in writing to the Assistant Superintendent for Personnel within five days of receipt of the Annual Professional Performance Review or issuance of the Teacher 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. 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. 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. The district will make every effort to render a determination in a timely and expeditious manner.

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. 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 meet with the classroom teacher and his/her union representative to discuss the appeal.

Within five days of such meeting, the Superintendent 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 until such determination is rendered. The district will make every effort to render a determination in a timely and expeditious manner.

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.

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 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 and Certification of Lead Evaluators and Evaluators

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

All district evaluators participated in required lead evaluator training during the 2011-2012 academic year. Building principals, assistant principals, directors, the Assistant Superintendent of Personnel and the Superintendent participated in lead evaluator training.

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.) During the 2011-2012 academic year, 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 took place on Monday, December 5, 2011, Thursday, January 19, 2012 and Wednesday, February 29, 2012. A trainer from Learner Centered Initiatives (LCI) provided the training.

(2) Training in evidence-based observation techniques took place on Tuesday, February 7, 2012, Wednesday, February 8, 2012, Tuesday, March 6, 2012, Wednesday, March 7, 2012, Tuesday, April 3, 2012 and Wednesday, April 5, 2012. A Danielson-certified Orleans Niagara BOCES trainer provided the training on these days.

(3) Training in the application and use of the student growth percentile model and the value-added growth model will take place on Tuesday, July 24, 2012. A trainer from Erie 1 BOCES will provide the training.

(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 took place. Training on the application of the principal practice rubric took place on Monday, December 5, 2011, Thursday, January 19, 2012 and Wednesday, February 29, 2012. (A trainer from Learner Centered Initiatives (LCI) provided the training.) Training on the application of the teacher practice rubric

(5) Training in the application and use of assessment tools that the district utilizes to evaluate teachers and/or building principals will take place on Tuesday, July 24, 2012. The Director of Research and Development (who has participated in State NTE trainings) will provide the training.

(6) Training in the use of State-approved locally selected measures of student achievement used by the district to evaluate teachers and/or principals will take Tuesday, July 24, 2012. The Director of Research and Development will provide the training.

(7) Training in the State-Wide Instructional Reporting System will take place in August 2012 on a date to be determined.

(8) Training on the scoring methodology used to evaluate a teacher and/or principal will take place on Tuesday, July 24, 2012. The Director of Research and Development will provide the training.

(9) Training in considerations in evaluating teachers and principals of English Language Learners and Students With Disabilities will take place on a date to be determined in August 2012. A trainer from Erie 1 BOCES BETAC office will assist in the training. 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. Lead evaluator trainings analogous to those taking place during the 11/12 academic year will take place during the 12/13 academic year. Plans for these trainings will be made during Summer 2012.

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

The Lead Evaluator Certification Form will be as follows:

LEAD EVALUATOR CERTIFICATION

Lockport City School District

Lead Evaluator Name: _____

Title: _____

Certified on recommendation of the Superintendent on: _____

Certified as Lead Evaluator of _____ Teachers _____ Principals

The above referenced administrator has provided evidence of completing training which meets the requirements of 8 NYCRR 30-2.9

for certification as a Lead Evaluator (Please see attached certificates of training).

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

Training Course Date(s)

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

Training Course Date(s)

(3) Application and use of the student growth percentile model and the value-added growth model.

Training Course Date(s)

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

Training Course Date(s)

(5) Application and use of assessment tools that the district utilizes to evaluate teachers and/or building principals.

Training Course Date(s)

(6) Application and use of State-approved locally selected measures of student achievement used by the district to evaluate teachers and/or principals.

Training Course Date(s)

(7) Use of the Statewide Instructional Reporting System.

Training Course Date(s)

(8) The scoring methodology used to evaluate a teacher and/or principal.

Training Course Date(s)

(9) Considerations in evaluating teachers and principals of English language learners and students with disabilities.

Training Course Date(s)

(10) Training in methodologies to assure inter-rater reliability.

Training Course Date(s)

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	Checked
--	---------

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

6.7) Assurances -- Data

Please check all of the boxes below:

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

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

Created Thursday, May 24, 2012

Updated Tuesday, August 21, 2012

Page 1

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

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

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

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

5-6
7-8
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 provided by NYSED will be used, where applicable	Checked
7.2) Assurances -- State-Provided Measures of Student Growth Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13	Checked

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

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

State assessments, *required if one exists*

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

List of State-approved 3rd party assessments

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

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

School or Program Type	SLO with Assessment Option	Name of the Assessment
Grades K-4	State-approved 3rd party assessment	STAR Reading & STAR MATH
Grades 9-12	State assessment	ELA Regents & Integrated Algebra Regents

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

Use this box, if needed, to describe the process for assigning HEDI categories in this subcomponent. If needed, you may upload a table or graphic below.	<p>The 10 Point Distribution Plan Scoring Chart for use with State Growth or Comparable Measures for Principals will be implemented as follows:</p> <p>A Principal in grades K-4 will earn 10 points for building group growth on STAR Reading Assessment and 10 points for building group growth on STAR Math Assessment. A Principal in grades 9-12 will earn 10 points for building group growth on NY State ELA Regents Assessment and 10 points for building group growth on NY State Integrated Algebra Assessment.</p> <p>For example:</p> <p>If the students in the grade K-4 school building demonstrate a 7% increase in performance on the STAR Reading Assessment from pre to post testing, the principal in that building would earn 9 points.</p> <p>If the students in the grade 9-12 school building demonstrated a 1% decrease in performance on the NY State ELA Regents Assessment from pre to post testing the principal in that building would earn 6 points.</p>
Highly Effective (18 - 20 points) Results are well above state average for similar students (or District goals if no state test).	See chart below
Effective (9 - 17 points) Results meet state average for similar students (or District goals if no state test).	See chart below

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

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

(No response)

7.4) Special Considerations for Comparable Growth Measures

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

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

N/A

7.5) Principals with More Than One Growth Measure

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

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

7.6) Assurances -- Comparable Growth Measures

Please check all of the boxes below:

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

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

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

8. Local Measures (Principals)

Created Thursday, May 24, 2012

Updated Tuesday, August 21, 2012

Page 1

Locally-Selected Measures of Student Achievement or Growth

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
5-6	(d) measures used by district for teacher evaluation	STAR Reading & STAR Math
7-8	(d) measures used by district for teacher evaluation	STAR Reading & STAR Math
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 20 Point Distribution Plan Scoring Chart for Principals will be implemented as follows:</p> <p>For example:</p> <p>For Principals in grade 5/6 building – 5 points each (of the possible 20 points) will be earned for building group growth on the four assessments: grade 5 STAR Reading, grade 5 STAR Math, grade 6 STAR Reading, & grade 6 STAR Math.</p> <p>For Principals in grade 7/8 building – 5 points each (of the possible 20 points) will be earned for building group growth on the four assessments: grade 7 STAR Reading, grade 7 STAR Math, grade 8 STAR Reading, & grade 8 STAR Math.</p> <p>If the students in the grade 7/8 school building demonstrate a 7% increase in performance on the STAR Reading Assessment from pre to post testing the principal in that building would earn 5 points.</p>
--	---

Highly Effective (14 - 15 points) Results are well above District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see local 20 K-8 scoring chart in section 8.2
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see local 20 K-8 scoring chart in section 8.2
Developing (3 - 7 points) Results are below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see local 20 K-8 scoring chart in section 8.2
Ineffective (0 - 2 points) Results are well below District- or BOCES-adopted expectations for growth or achievement for grade/subject.	see local 20 K-8 scoring chart in section 8.2

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

(No response)

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

(No response)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade Configuration	Locally-Selected Measure from List of Approved Measures	Assessment
Grades K-4	(i) Student Learning Objectives	Grade 3 & Grade 4 State ELA & State Math 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.

<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 20 Point Distribution Plan Scoring Chart for use with Locally Selected Measure for Principals will be implemented as follows:</p> <p>A principal in grades K-4 buildings will earn 5 points for student growth within the building from pre to post assessment in each of the four areas tested – NY State ELA grade 3, NY State ELA grade 4, NY State Math grade 3, & NY State Math grade 4.</p> <p>For example:</p> <p>If the students in the building demonstrated a 4.5% increase in</p>
--	---

STAR Math performance from baseline assessment to post assessment the teachers would earn 4 points for the STAR Math component of the locally selected measure.

If the students in the building demonstrated a 2.5% decrease in performance on ELA state assessments from baseline assessment to post assessment the teachers would earn 2 points for the State ELA component of the locally selected measure.

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

See charts below

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

See charts below

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

See charts below

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

See charts below

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

(No response)

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

(No response)

8.3) Locally Developed Controls

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

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.

The scoring for Principals who have more than one Locally Selected Measure will be implemented as follows:

For Principals in grades K-4 buildings – 5 points each (of the possible 20 points) will be earned for building group growth on the four assessments: grade 3 NY State ELA, grade 4 NY State ELA, grade 3 NY State Math, & grade 4 NY State Math.

For Principals in grade 5/6 building – 5 points each (of the possible 20 points) will be earned for building group growth on the four assessments: grade 5 STAR Reading, grade 5 STAR Math, grade 6 STAR Reading, & grade 6 STAR Math.

For Principals in grade 7/8 building – 5 points each (of the possible 20 points) will be earned for building group growth on the four assessments: grade 7 STAR Reading, grade 7 STAR Math, grade 8 STAR Reading, & grade 8 STAR Math.

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 Thursday, May 24, 2012

Updated Friday, June 29, 2012

Page 1

9.1) Principal Practice Rubric

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

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

Multidimensional Principal Performance Rubric

(No response)

9.2) Points Within Other Measures

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

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

Is the following points assignment for all principals?

Yes

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

(No response)

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

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

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

(No response)

9.3) Assurances -- Goals

Please check the boxes below (if applicable):

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

9.4) Sources of Evidence (if applicable)

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

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

9.5) Survey Tool(s) (if applicable)

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

(No response)

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

(No response)

(No response)

(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 component on the rubric (total possible raw score points equals 88). The total raw score earned by a Principal would be compared to the APPR Conversion Chart to determine the actual score (out of a possible 60).

For example:

For a principal who earned 79 raw score points from completion of the rubric, he/she would be awarded 54 points (of the total of 60).

For a principal who earned 56 raw score points from completion of the rubric, he/she would be awarded 39 points (of the total of 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/5143/132828-pMADJ4gk6R/Point Assignment Process Part 9-7.doc

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

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

Please provide the locally-negotiated 60 point scoring bands.

Highly Effective	See charts above
Effective	See charts above
Developing	See charts above
Ineffective	See charts above

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 Thursday, May 24, 2012

Updated Friday, June 29, 2012

Page 1

Standards for Rating Categories

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness (Teacher and Leader standards)

Highly

Effective

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

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

Overall performance and results exceed ISLLC leadership standards.

Effective

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

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

Overall performance and results meet ISLLC leadership standards.

Developing

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

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

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

Ineffective

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

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

Overall performance and results do not meet ISLLC leadership standards.

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

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

2012-13 where there is no Value-Added measure

Growth or Comparable Measures

Locally-selected Measures of

growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

18-20

18-20

Ranges determined locally--see below

91-100

Effective

9-17

9-17

75-90

Developing

3-8

3-8

65-74

Ineffective

0-2

0-2

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

Highly Effective	See chart in 9.7
Effective	See chart in 9.7
Developing	See chart in 9.7
Ineffective	See chart in 9.7

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

2012-13 where Value-Added growth measure applies

Growth or Comparable Measures

Locally-selected Measures of growth or achievement

Other Measures of Effectiveness

(60 points)

Overall

Composite Score

Highly Effective

22-25

14-15

Ranges determined locally--see above

91-100

Effective

10-21

8-13

75-90

Developing

3-9

3-7

65-74

Ineffective

0-2

0-2

0-64

11. Additional Requirements - Principals

Created Wednesday, June 27, 2012

Updated Monday, August 20, 2012

Page 1

11.1) Assurances -- Improvement Plans

Please check the boxes below.

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

11.2) Attachment: Principal Improvement Plan Forms

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

[assets/survey-uploads/5276/146384-Df0w3Xx5v6/Principal Improvement Plan and Template.doc](assets/survey-uploads/5276/146384-Df0w3Xx5v6/Principal%20Improvement%20Plan%20and%20Template.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 on a date selected by the District. At this meeting, all 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. Appeals of an APPR shall be limited to only those which rate a building principal as ineffective or developing based on his/her single 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.

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. The district will make every effort to render a determination in a timely and expeditious manner.

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 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 and Certification of Lead Evaluators and Evaluators

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

All district evaluators participated in required lead evaluator training during the 2011-2012 academic year. Building principals, assistant principals, directors, the Assistant Superintendent of Personnel and the Superintendent participated in lead evaluator training.

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 NTE training in Albany.) During the 2011-2012 academic year, 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 took place on Monday, December 5, 2011, Thursday, January 19, 2012 and Wednesday, February 29, 2012. A trainer from Learner Centered Initiatives (LCI) provided the training.

(2) Training in evidence-based observation techniques took place on Tuesday, February 7, 2012, Wednesday, February, 8, 2012, Tuesday, March 6, 2012, Wednesday, March 7, 2012, Tuesday, April 3, 2012 and Wednesday, April 5, 2012. A Danielson-certified Orleans Niagara BOCES trainer provided the training on these days.

(3) Training in the application and use of the student growth percentile model and the value-added growth model will take place on Tuesday, July 24, 2012. A trainer from Erie 1 BOCES will provide the training.

(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 took place. Training on the application of the principal practice rubric took place on Monday, December 5, 2011, Thursday, January 19, 2012 and Wednesday, February 29, 2012. (A trainer from Learner Centered Initiatives (LCI) provided the training.) Training on the application of the teacher practice rubric

(5) Training in the application and use of assessment tools that the district utilizes to evaluate teachers and/or building principals will

take place on Tuesday, July 24, 2012. The Director of Research and Development (who has participated in State NTE trainings) will provide the training.

(6) Training in the use of State-approved locally selected measures of student achievement used by the district to evaluate teachers and/or principals will take Tuesday, July 24, 2012. The Director of Research and Development will provide the training.

(7) Training in the State-Wide Instructional Reporting System will take place in August 2012 on a date to be determined.

(8) Training on the scoring methodology used to evaluate a teacher and/or principal will take place on Tuesday, July 24, 2012. The Director of Research and Development will provide the training.

(9) Training in considerations in evaluating teachers and principals of English Language Learners and Students With Disabilities will take place on a date to be determined in August 2012. A trainer from Erie 1 BOCES BETAC office will assist in the training.

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. Lead evaluator trainings analogous to those taking place during the 11/12 academic year will take place during the 12/13 academic year. Plans for these trainings will be made during Summer 2012.

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

The Lead Evaluator Certification Form will be as follows:

LEAD EVALUATOR CERTIFICATION

Lockport City School District

Lead Evaluator Name: _____

Title: _____

Certified on recommendation of the Superintendent on: _____

Certified as Lead Evaluator of _____ Teachers _____ Principals

The above referenced administrator has provided evidence of completing training which meets the requirements of 8 NYCRR 30-2.9 for certification as a Lead Evaluator (Please see attached certificates of training).

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

Training Course Date(s)

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

Training Course Date(s)

(3) Application and use of the student growth percentile model and the value-added growth model.

Training Course Date(s)

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

Training Course Date(s)

(5) Application and use of assessment tools that the district utilizes to evaluate teachers and/or building principals.

Training Course Date(s)

(6) Application and use of State-approved locally selected measures of student achievement used by the district to evaluate teachers and/or principals.

Training Course Date(s)

(7) Use of the Statewide Instructional Reporting System.

Training Course Date(s)

(8) The scoring methodology used to evaluate a teacher and/or principal.

Training Course Date(s)

(9) Considerations in evaluating teachers and principals of English language learners and students with disabilities.

Training Course Date(s)

(10) Training in methodologies to assure inter-rater reliability.

Training Course Date(s)

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 Thursday, June 28, 2012

Updated Friday, August 24, 2012

Page 1

12.1) Upload the Joint Certification of the APPR Plan

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

<assets/survey-uploads/5581/146906-3Uqgn5g9Iu/Certification Form2.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.

Form 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
Grade K-4 Reading	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Grade K-4 State ELA Assessment
Grade 5-6 Reading	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Grade 5-6 State ELA Assessments
Grade 7-8 Reading	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Grade 7-8 State ELA Assessments
Grade 9-12 Reading	<ul style="list-style-type: none"> <input checked="" type="radio"/> State Assessment <input type="radio"/> State-approved 3rd party assessment <input type="radio"/> District, Regional or BOCES-developed <input type="radio"/> School/BOCES-wide/group/team results based on State 	Grade 11 State ELA Assessment

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

<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.</p>	<p>See attachment at 2.11 for details on HEDI scoring.</p>
<p>Highly Effective (18 - 20 points) Results are well-above District goals for similar students.</p>	
<p>Effective (9 - 17 points) Results meet District goals for similar students.</p>	
<p>Developing (3 - 8 points) Results are below District goals for similar students.</p>	
<p>Ineffective (0 - 2 points) Results are well-below District goals for similar students.</p>	

10 Point Distribution

Other Comparable Measures Subcomponent – Teachers

Points	Percentage Change to Earn Points	Achievement Level to Earn Points
10	8.1% increase or more	75%
9	6.1% to 8% increase	73%
8	4.1% to 6% increase	71%
7	2% to 4% increase	69%
6	0% to 2% increase	67%
5	2% to -.1 decrease	65%
4	4% to -2.1% decrease	63%
3	6% to -4.1% decrease	61%
2	8% to -6.1% decrease	59%
1	10% to -8.1% decrease	57%
0	10.1% decrease or more	56.9% or less

Locally Selected Measure Subcomponent - Teachers

	<i>Grade K-4 Buildings</i>	<i>Grade 5-6 Building</i>	<i>Grade7-8 Building</i>
5 points possible to earn	4 th Grade ELA State Test	Grade 5 & 6 ELA State Test	Grade 7 & 8 ELA State Test
5 points possible to earn	4 th Grade Math State Test	Grade 5 & 6 Math State Test	Grade 7 & 8 Math State Test
5 points possible to earn	Grade K-4 STAR Reading	Grade 5 & 6 STAR Reading	Grade 7 & 8 STAR Reading
5 points possible to earn	Grade K-4 STAR Math	Grade 5 & 6 STAR Math	Grade 7 & 8 STAR Math
TOTAL POSSIBLE – 20 points			

<i>Staff Member Would Earn</i>	<i>If the change in score from the pre to post assessment is:</i>	<i>If the achievement level on post-assessment is:</i>
5 points (out of 5)	Increase of 6.1% or more	75%
4 points (out of 5)	Increase of 3.1% to 6.0%	70%
3 points (out of 5)	Decrease of 3.0-0% or increase of 0-3.0%	65%
2 points (out of 5)	Decrease of 6.0% - 2.99%	60%
1 point (out of 5)	Decrease of 6.1% 9.0%	55%
0 points (out of 5)	Decrease of more than 9.0%	54.9% or less

Overall points to achieve 1 of the 4 HEDI categories from the items listed above in each type of school building will be calculated and assigned as follows:

0-2 total points – Ineffective

3-8 points- Developing

9-17 total points – Effective

18-20 total points – Highly Effective

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 Subject(s)	Locally-Selected Measure from List of Approved Measures	Assessment
HS Drawing and Painting	<input type="radio"/> 7) Student Learning Objectives	Lockport City School District (LCSD)-developed Grade 12 Drawing and Painting Assessment
HS Advertising Design	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 Advertising Design Assessment
HS Art History	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 11 Art History Assessment
HS Career and Financial Management	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 Career and Financial Management Assessment
HS Business Computer Applications	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 Business Computer Applications Assessment
HS Applied Communication	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 11 Applied Communication Assessment
HS Math and Financial Applications	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 11 Math and Financial Applications Assessment
HS AP English		Regents Grade 11

Language and Composition H Grade 11	<input type="radio"/> 7) Student Learning Objectives	ELA
HS AP English Literature and Composition Grade 12	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed AP Grade 12 English Literature and Composition Assessment
HS SUNY Non Fiction Writing Grade 12	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 SUNY Non Fiction Writing Assessment
HS SUNY Public Speaking Grade 12	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 SUNY Public Speaking Assessment
HS French (2 nd unit of study)	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 10 French Assessment
HS French Level 1	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 9 French Level 1 Assessment
HS French Level 2	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 10 French Level 2 Assessment
HS French Level 3	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 11 French Level 3 Assessment
HS SUNY French 4	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 SUNY French 4 Assessment
HS Latin Level 1	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 9 Latin Level 1 Assessment
HS Latin Level 2	<input type="radio"/>	LCSD-developed Grade 10 Latin Level

	<input type="radio"/> 7) Student Learning Objectives	2 Assessment
HS Latin Level 3	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 11 Latin Level 3 Assessment
HS SUNY Health	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 SUNY Health Assessment
HS Business Law 1	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 11 Business Law 1 Assessment
HS Business Ownership	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 Business Ownership Assessment
HS Principles of Marketing/DECA	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 Principles of Marketing/DECA Assessment
HS Sports/Entertaining Marketing	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 Sports/Entertaining Marketing Assessment
HS Wind Ensemble	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 11 Wind Ensemble Assessment
HS Jazz Ensemble	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 11 Jazz Ensemble Assessment
HS Concert Band	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 11 Concert Band Assessment
HS Mixed Chorus		LCSD-developed

	<input type="radio"/> 7) Student Learning Objectives	Grade 10 Mixed Chorus Assessment
HS Concert Choir	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 11 Concert Chorus Assessment
HS Vocal Jazz Ensemble	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 Vocal Jazz Ensemble Assessment
HS Music Theory	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 Music Theory Assessment
HS Music in our Lives	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 9 Music in our Lives Assessment
HS Physical Education 9-12	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Physical Education 9 Assessment
HS SUNY Physical Education 11/12	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 SUNY Physical Education Assessment
HS Anatomy and Physiology 11/12	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 Anatomy and Physiology Assessment
HS Physical Science in Action 11/12	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 11 Physical Science in Action Assessment
HS Environmental Science 11/12	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 11 Environmental Science Assessment
HS SUNY Environmental	<input type="radio"/>	LCSD-developed Grade 12 SUNY Environmental

Science 11/12	<input type="radio"/> 7) Student Learning Objectives	Science Assessment
HS SUNY/AP Biology 11/12	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 SUNY/AP Biology Assessment
HS Syracuse University Earth Systems Science	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 SUNY Earth Science Assessment
HS SUNY/Syracuse University Forensic Science 11/12	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 SUNY/SU Forensic Science Assessment
HS SUNY College Physics	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 SUNY Physics Assessment
HS SUNY/AP Physics H and Lab	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 SUNY/AP Physics Assessment
HS Career and Financial Management	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 10 Career and Financial Management Assessment
HS Design and Drawing for Production	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 9 Design and Drawing for Production Assessment
HS Computer Aided Design	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 11 Computer Aided Design Assessment
HS Principles of Engineering	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 9 Principles of Engineering Assessment
HS Media Production	<input type="radio"/>	LCSD-developed Grade 11 Media

Technology	<input type="radio"/> 7) Student Learning Objectives	Production Technology Assessment
HS Digital Photography	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 11 Digital Photography Assessment
HS Website/Page Design	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 Website/Page Design Assessment
HS Energy/Power Foundations	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 Energy Power Foundations Assessment
HS Construction Systems	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 Construction Systems Assessment
HS Architectural Drawing	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 Architectural Drawing Assessment
HS Transportation Systems	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 Transportation Systems Assessment
HS Robotics	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 Robotics Assessment
HS SUNY Western Civilization H 9	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 9 SUNY Western Civilization Assessment
HS AP World History 10	<input type="radio"/> 7) Student Learning Objectives	Grade 10 Global 2 Regents Assessment

HS AP US History and Government 11	<input type="radio"/> 7) Student Learning Objectives	Grade 11 US History Regents Assessment
HS AP Government and Politics 12	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 AP Government and Politics Assessment
HS Economics 12	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 Economics Assessment
HS Participation in Government and Economics 12	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 Participation in Government and Economics Assessment
HS CLEP Psychology 11/12	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 CLEP Psychology Assessment
CLEP Sociology 11/12	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 CLEP Sociology Assessment
HS Niagara County Legislature Intern Program 11/12	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 Niagara County Legislature Intern Program Assessment
HS Ceramics	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 9-12 Ceramics Assessment
HS Photography	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 10 Photography Assessment
HS SUNY Art-Drawing	<input type="radio"/>	LCSD-developed Grade 11 SUNY Art-

	○ 7) Student Learning Objectives	Drawing Assessment
HS Advanced Computer Arts 1	○ 7) Student Learning Objectives	LCSD-developed Grade 11 Advanced Computer Arts 1 Assessment
HS Advanced Computer Arts 2	○ 7) Student Learning Objectives	LCSD-developed Grade 12 Advanced Computer Arts 2 Assessment
HS Syracuse University Latin Level 4	○ 7) Student Learning Objectives	LCSD-developed SU Grade 12 Latin Level 4 Assessment
HS Spanish 2	○ 7) Student Learning Objectives	LCSD-developed Grade 10 Spanish 2 Assessment
HS Spanish Level 1	○ 7) Student Learning Objectives	LCSD-developed Grade 9 Spanish Level 1 Assessment
HS Spanish Level 2	○ 7) Student Learning Objectives	LCSD-developed Grade 10 Spanish Level 2 Assessment
HS Spanish Level 3	○ 7) Student Learning Objectives	LCSD-developed Grade 11 Spanish Level 3 Assessment
HS SUNY Spanish Level 4	○ 7) Student Learning Objectives	LCSD-developed Grade 12 SUNY Spanish Level 4 Assessment
HS SUNY Spanish 5	○ 7) Student Learning Objectives	LCSD-developed Grade 12 SUNY Spanish 5 Assessment
HS SUNY Pre-Calculus H 11/12	○ 7) Student Learning Objectives	LCSD-developed Grade 12 SUNY Pre-Calculus H Assessment

HS SUNY Pre-Calculus 12	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 SUNY Pre-Calculus Assessment
Niagara University Probability and Statistics 11/12	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 NU Probability and Statistics Assessment
NU Probability and Statistics 1 and 2	<input type="radio"/> 7) Student Learning Objectives	LCSD-developed Grade 12 NU Probability and Statistics 1 and 2 Assessment
NU Calculus 12	<input type="radio"/> 7) Student Learning Objectives	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 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.	See 3.13
Highly Effective (14 - 15 points) Results are well above District- or BOCES - adopted expectations for growth or achievement for grade/subject.	See 3.13
Effective (8- 13 points) Results meet District- or BOCES-adopted expectations for growth or achievement for grade/subject.	See 3.13
Developing (3 - 7 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

10 Point Distribution

Locally Selected Measures of Student Achievement or Growth Subcomponent – Teachers

Points	Percentage Change to Earn Points	Achievement Level to Earn Points
10	8.1% increase or more	75%
9	6.1% to 8% increase	73%
8	4.1% to 6% increase	71%
7	2% to 4% increase	69%
6	0% to 2% increase	67%
5	2% to -.1 decrease	65%
4	4% to -2.1% decrease	63%
3	6% to -4.1% decrease	61%
2	8% to -6.1% decrease	59%
1	10% to -8.1% decrease	57%
0	10.1% decrease or more	56.9% or less

Example Scoring on Rubric	Points	Weight	Total
Domain 1			
Planning and Preparation			
1a. Demonstrating Knowledge of Content and Pedagogy	3	1	3
1b. Demonstrating Knowledge of Students	3	1	3
1c. Selecting Instructional Goals	3	1	3
1d. Demonstrating Knowledge of Resources	3	1	3
1e. Designing Coherent Instruction	3	2	6
1f. Assessing Student Learning	3	2	6
Domain 2			
The Classroom Environment			
2a. Creating an Environment of Respect and Rapport	2	4	8
2b. Establishing a Culture for Learning	2	3	6
2c. Managing Classroom Procedures	2	4	8
2d. Managing Student Behavior	2	3	6
Domain 3			
Instruction			
3a. Communicating with Students	2	3	6
3b. Using Questioning and Discussion Techniques	2	3	6
3c. Engaging Students in Learning	2	4	8
3d. Using Assessment in Instruction	2	4	8
3e. Demonstrating Flexibility and Responsiveness	2	3	6
Domain 4			
Professional Responsibilities			
4a. Reflecting on Teaching	3	2	6
4b. Maintaining Accurate Records	3	1	3
4c. Communicating with Families	3	1	3
4d. Participating in a Professional Community	3	1	3
4e. Growing and Developing Professionally	3	2	6
4f. Showing Professionalism	3	1	3
Total points	56		113

Scores Weighted

Appendix B. 2

	Ineffective		Developing		Effective		Highly Effective					
	0	Rating with all 0s	26	27	Rating with all 1s	75	76	Rating with all 2s	124	125	Rating with all 3s	147

HEDI range reflecting scoring range above need from S & L for

Assignment of 60 points	low est	highest	subcomponent score	Eff	HEff	if	Ratings:	low est	all	highest
If range is:	0	1	0				Ineffective		0	26
If range is:	2	4	1				Developing	27	49	75
If range is:	5	6	2				Effective	76	98	124
If range is:	7	9	3			1.4098361	Highly Effect	125	147	
If range is:	10	11	4							
If range is:	12	13	5							
If range is:	14	16	6							
If range is:	17	18	7							
If range is:	19	21	8							
If range is:	22	23	9							
If range is:	24	26	10							
If range is:	27	28	11							
If range is:	29	30	12							
If range is:	31	33	13							
If range is:	34	35	14							
If range is:	36	38	15							
If range is:	39	40	16							
If range is:	41	42	17							
If range is:	43	45	18							
If range is:	46	47	19							
If range is:	48	50	20							
If range is:	51	52	21							
If range is:	53	54	22							
If range is:	55	57	23							
If range is:	58	59	24							
If range is:	60	62	25							
If range is:	63	64	26							
If range is:	65	66	27							
If range is:	67	69	28							
If range is:	70	71	29							
If range is:	72	74	30							
If range is:	75	76	31							

Scores Weighted

Appendix B. 2

Ineffective				Developing				Effective				Highly Effective			
0	Rating with all 0s	26		27	Rating with all 1s	75		76	Rating with all 2s	124		125	Rating with all 3s	147	

HEDI range reflecting scoring range above				need from S & L for						
Assignment of 60 points	low est	highest	subcomponent score	Eff	HEff	if	Ratings:	low est	all	highest
If range is:	75	76	31							
If range is:	77	79	32							
If range is:	80	81	33							
If range is:	82	83	34							
If range is:	84	86	35	40						
If range is:	87	88	36	39						
If range is:	89	91	37	38						
If range is:	92	93	38	37						
If range is:	94	95	39	36						
If range is:	96	98	40	35						
If range is:	99	100	41	34						
If range is:	101	103	42	33						
If range is:	104	105	43	32						
If range is:	106	107	44	31						
If range is:	108	110	45	30						
If range is:	111	112	46	29						
If range is:	113	115	47	28						
If range is:	116	117	48	27						
If range is:	118	119	49	26						
If range is:	120	122	50	25						
If range is:	123	124	51	24	40					
If range is:	125	127	52	23	39					
If range is:	128	129	53	22	38					
If range is:	130	132	54	21	37					
If range is:	133	134	55	20	36					
If range is:	135	136	56	19	35					
If range is:	137	139	57	18	34					
If range is:	140	141	58	17	33					
If range is:	142	144	59	16	32					
If range is:	145	147	60	15	31					

1.4098361	if	Ratings:	low est	all	highest
		Ineffective		0	26
		Developing	27	49	75
		Effective	76	98	124
		Highly Effect	125	147	

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		1	.7	0

Multidimensional Principal Performance Rubric (MPPR) Scoring Sheet

Name: _____

Building: _____

School Year: _____

Evaluator: _____

Date: _____

Domain	Total Possible Points	Total Actual Points	Comments
Domain 1: Shared Vision of Learning	8		
Domain 2: School Culture & Instructional Program	20		
Domain 3: Safe, Efficient, Effective Learning Environment	16		
Domain 4: Community	12		
Domain 5: Integrity, Fairness, Ethics	8		
Domain 6: Political, Social, Economic, Legal & Cultural Context	8		
Goal Setting: Uncovering Goals <ul style="list-style-type: none"> • Align • Define 	4		
Goal Setting: Strategic Planning <ul style="list-style-type: none"> • Prioritize • Strategize 	4		
Goal Setting: Taking Action <ul style="list-style-type: none"> • Mobilize • Monitor • Refine 	4		
Evaluating Attainment: <ul style="list-style-type: none"> • Document • Next Steps 	4		
TOTAL SCORE	88		
<i>NY State Score (from MPPR Conversion Chart)</i>			

Evaluator's Signature & Date

Principal's Signature & Date

(The employee's signature is required and indicates receipt of a copy of the evaluation and does not indicate agreement, understanding, or acceptance of the conclusions reached by the evaluator. Attach additional comments as needed.)

Multidimensional Principal Performance Scoring Rubric

Principal: _____

Evaluator: _____

School Year: _____

DOMAIN 1: Shared Vision of Learning

ITEM	DESCRIPTION	Potential Points	Points Earned
CULTURE	<ul style="list-style-type: none"> • Collaborates with key stakeholders in the school to develop & implement a shared vision & mission for learning • School vision & mission aligns with the vision & mission of the district • Explicitly links the school's vision & mission to programs and policies 	4	
SUSTAINABILITY	<ul style="list-style-type: none"> • Explicitly links the school's vision & mission to programs & policies 	4	

DOMAIN 2: School Culture & Instructional Program

ITEM	DESCRIPTION	Potential Points	Points Earned
CULTURE	<ul style="list-style-type: none"> • Supports various teaming opportunities, common planning & inquiry time, & visitations within the organization to increase learning & improve practice • Develops culture of collaboration, trust, learning, & high expectations by encouraging staff to work together on key projects • Creates a personalized & motivating learning environment for students in which they are involved in meaningful & relevant learning opportunities that they recognize as connected to their experiences, needs, and cultures 	4	
INSTRUCTIONAL PROGRAM	<ul style="list-style-type: none"> • Creates a comprehensive, rigorous, & coherent program that addresses all levels of thinking, enables students to develop knowledge & skills related to a concept, problem, or issue, & supports their construction of meaning during the most important lessons & tasks • Supervises instruction & makes explicit the expectations the teachers remain current in research-based best practices & incorporates them into their own work • Maximizes time spent on quality instruction by protecting it from interruptions & inefficient scheduling 	4	
CAPACITY BUILDING	<ul style="list-style-type: none"> • Develops the instructional & leadership capacity of staff • Promotes the use of the most effective & appropriate technologies to support teaching & learning & ensures that necessary resources are available 	4	
SUSTAINABILITY	<ul style="list-style-type: none"> • Develops assessment & accountability systems to monitor student progress, uncover patterns & trends, & provide a way to contextualize current student strengths & needs inside a history that connects changes in teaching & learning to student achievement 	4	
STRATEGIC PLANNING PROCESS	<ul style="list-style-type: none"> • Gathers input from staff & surveys students as well as formal assessment data as part of a process to monitor & evaluate the impact of the instructional program 	4	

DOMAIN 3: Safe, Efficient, Effective Learning Environment

ITEM	Description	Potential Points	Points Earned
CAPACITY BUILDING	<ul style="list-style-type: none">Obtains, allocates, aligns, & efficiently utilizes human, fiscal, & technological resourcesDevelops the capacity for distributed leadership by providing interested individuals with opportunities & support for assuming leadership responsibilities & roles	4	
CULTURE	<ul style="list-style-type: none">Promotes & protects the welfare & safety of students & staff	4	
SUSTAINABILITY	<ul style="list-style-type: none">Monitors, evaluates, & revises management & operational systems	4	
INSTRUCTIONAL PROGRAM	<ul style="list-style-type: none">Ensures teacher & organizational time is focused to support quality instruction & student learning	4	

DOMAIN 4: Community

ITEM	Description	Potential Points	Points Earned
STRATEGIC PLANNING PROCESS	<ul style="list-style-type: none">Collects & analyzes data & information pertinent to the educational environment, & uses it to make related improvements	4	
CULTURE	<ul style="list-style-type: none">Promotes understanding, appreciation, & use of the community's diverse cultural, social & intellectual resources through diverse activities	4	
SUSTAINABILITY	<ul style="list-style-type: none">Builds & sustains positive relationships with families & caregivers	4	

DOMAIN 5: Integrity, Fairness, Ethics

ITEM	Description	Potential Points	Points Earned
SUSTAINABILITY	<ul style="list-style-type: none">Ensures a system of accountability for every student's academic & social successConsiders & evaluates the potential moral & legal consequences of decision-makingAssumes responsibility for thoughtfully considering & upholding mandates so that the school can successfully tread the line between compliance & moral & ethical responsibility	4	
CULTURE	<ul style="list-style-type: none">Models principles of self-awareness, reflective practice, transparency, & ethical behaviorSafeguards the values of democracy, equity, & diversityPromotes social justice & ensures that individual student needs inform all aspects of schooling	4	

DOMAIN 6: Political, Social, Economic, Legal & Cultural Context

ITEM	Description	Potential Points	Points Earned
SUSTAINABILITY	<ul style="list-style-type: none">Acts to influence local, district, state, & national decisions affecting student learning, within & beyond their own school & districtAssesses, analyzes, & anticipates emerging trends &	4	

	initiatives in order to adapt leadership strategies		
CULTURE	<ul style="list-style-type: none"> Advocates for children, families, & caregivers 	4	

GOAL SETTING

ITEM	Description	Potential Points	Points Earned
GOAL 1 Uncovering Goals	<ul style="list-style-type: none"> Engages in the goal setting process as part of own professional improvement as it relates to improving student learning Work with the Superintendent to consider the school & district vision & student learning needs, as well as information gathered about teacher practices, academic results and/or the school learning environment Creates goals that connect changes in principal practice to the improvement of teacher practice, academic results, and/or school learning environment in order to improve student learning Goals are stated in ways that allow progress toward them to be assessed 	4	
GOAL 2 Strategic Planning	<ul style="list-style-type: none"> Prioritizes goals by considering what can be gained by pursuing each Uses Superintendent's perspective to test own assumptions about goals to see if they are truly connected to the school/district vision & needs Articulates strategies supporting actions, & reasons for selecting them Identifies anticipated specific measures of success for each goal 	4	
GOAL 3 Taking Action	<ul style="list-style-type: none"> Creates an action plan that delineates steps & strategies for all goals, regardless of whether they are short or long term Implements the action plan publically, & invites others to use it as a model for goal setting that they can do as well Monitors & refines goals and/or action steps, based on formative assessment of evidence collected 	4	
GOAL 4 Evaluating Attainment	<ul style="list-style-type: none"> Periodically documents own thinking & reactions to the progress made obstacles encountered, & insights or questions that arise Evaluates goals & goal attainment by assessing evidence of success, establishing the degree to which the goal has been achieved, & determining next steps towards attaining the school vision Determines next steps & future actions to improve student learning, teacher practice, academic results and/or the school learning environment in light of how successful the recent work was in making improvements 	4	

APPENDIX H

LOCKPORT CITY SCHOOL DISTRICT Lockport, New York

TEACHER IMPROVEMENT PLAN

In instances where the evaluator has significant concerns based on administrative observation, and for those teachers who receive a rating based on their total composite score of “developing” or “ineffective,” the following steps will be taken:

- The evaluator will notify the staff member that the staff member has demonstrated performance in need of improvement.
- The evaluator in collaboration with the staff member will develop the Teacher Improvement Plan (“TIP”) as soon as practicable, but for those TIPS resulting from an APPR rating of developing or ineffective, no later than ten school days after the opening of classes for the subsequent school year. The staff member will be given the opportunity to have an Association representative present.
- The Superintendent of Schools will be notified of the need for the Teacher Improvement Plan. The President of the Lockport Education Association shall be notified if the teacher gives written permission. In all cases, this plan must be consistent with the terms and conditions of the Lockport City School District/Lockport Education Association Collective Bargaining Agreement, except as otherwise mutually agreed by the District and the LEA.
- This plan must be on the Teacher Improvement Plan form.
- The plan must include:
 - Identification of needed areas of improvement
 - A timeline for achieving improvement
 - The manner in which improvement will be assessed
 - Where appropriate, differentiated activities to support a teacher’s improvement in those areas.
- The differentiated activities should directly address the resolution of the identified concerns. Examples of the identified assistance can be but are not limited to the following sources:
 - Experts in the particular curriculum, instructional, or leadership area
 - Administrators
 - Course at BOCES, the Teacher Center, or outside colleges and universities
 - Self-assessment
 - Colleagues
 - Department Chair
- When the evaluator has determined that the teacher has shown progress in one or more stated areas of improvement identified in the Teacher Improvement Plan, a written statement by the evaluator will be added to the TIP document.
- If no progress is demonstrated, a statement to that effect will be placed on the TIP document and the Professional Performance Review form. An alternative plan will be developed with a recommendation for further action.
- The implementation of a Teacher Improvement Plan as it relates to specific individuals should be a confidential one. It will become part of the teacher’s Personnel folder as do all observations and year-end evaluations. Both the staff member and the evaluator must commit to a collaborative process to insure the improvement and meet the goal of professional growth.

APPENDIX H, cont'd

LOCKPORT CITY SCHOOL DISTRICT
Lockport, New York

TEACHER IMPROVEMENT PLAN

Teacher Name _____ Evaluator Name _____

Building _____ Assignment _____ Date _____

Association Representative (if applicable) _____

Areas in Need of Improvement

Timeline for Achieving Improvement

Manner in Which Improvement Will Be Assessed

Activities to Support Improvement

Signature of Teacher _____

Date _____

Signature of Evaluator _____

Date _____

LOCKPORT CITY SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLAN

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

- 1. A clear delineation of the deficiencies that resulted in the ineffective or developing assessment.**
- 2. Specific improvement action steps/activities.**
- 3. A reasonable timeline for achieving improvement.**
- 4. Required and accessible resources to achieve goal.**
- 5. A clear manner in which improvement efforts will be assessed, including evidence demonstrating improvement.**
- 6. A final written summative assessment delineating progress made with an opportunity for comments by the principal.**

LOCKPORT CITY SCHOOL DISTRICT

PRINCIPAL IMPROVEMENT PLAN

Principal Name _____

Evaluator Name _____

School Building _____

Academic Year _____

Deficiency Area in Need of Improvement

Action Steps/Activities

Timeline for Completion

Evidence to be Provided

Resources Needed

Signature of Principal _____

Date _____

Signature of Evaluator _____

Date _____

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

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

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

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

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

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

Signatures, dates

Superintendent Signature: Date:

Michelle T. Bradley 8/20/12

Teachers Union President Signature: Date:

Arlene Reese 8/22/12

Administrative Union President Signature: Date:

Ryan Schwanke 8/23/12

Board of Education President Signature: Date:

John A. Lindeman 8/22/12